

DECATUR PUBLIC SCHOOL DISTRICT #61
BOARD OF EDUCATION
AGENDA

Regular Meeting
Keil Administration Building
101 W. Cerro Gordo Street
Decatur, IL 62523

July 15, 2025
5:00 PM Open Session-Closed Session
Immediately Following
5:30 PM Return to Open Session

NOTE TIME CHANGE (APPROXIMATELY 5:30 PM) FOR THE RETURN TO OPEN SESSION

Legend: AI = Action Item DI = Discussion Item IO = Information Only

Strategic Plan Mission:

The mission of Decatur Public Schools, the destination district of our community, is to unlock students' unique and limitless potential to achieve their personal aspirations as fully prepared, contributing citizens in a global society through learning experiences distinguished by:

- *commitment to the whole person resulting in student growth and confidence*
- *relevant, innovative, personalized academic pathways that promote passion and pride*
- *a learning environment that fosters curiosity and the thirst for achievement and discovery*
- *a culture of diversity, adaptability, and resilience*
- *meaningful and lasting relationships*
- *extraordinary school and community connections*

The Board of Education Parameters that Guide Our Work:

- We will make decisions in the best interest of all students.
- We will treat all people with dignity and respect.
- We will seek input and collaboration throughout our diverse community.
- We will practice responsible stewardship of all our resources.

AI 1.0 CALL TO ORDER

CALL FOR EXECUTIVE SESSION

The Board of Education will meet in Closed Executive Session to discuss collective negotiating matters between the Board and representatives of its employees.

Roll Call

IO 2.0 PLEDGE OF ALLEGIANCE

AI 3.0 APPROVAL OF AGENDA JULY 15, 2025

IO 4.0 BOARD MEMBER ONBOARDING SESSION

DI 5.0 BOARD DISCUSSION

- Presentation from the Illinois Association of School Boards (IASB) regarding a Superintendent Search

IO 6.0 PUBLIC PARTICIPATION

- Identify oneself and be brief.
- Comments should be limited to 3 minutes.
- Any public comments submitted to the Board Secretary will be included in the record.

IO 7.0 REPORTS FROM ADMINISTRATION

- A. Nania Energy Contract Presentation
- B. Transition Update: American Dreamer STEM Academy to Ellsworth Dansby Jr. Magnet School
- C. First Read of Policies and Exhibits from PRESS Issue 118

AI 8.0 CONSENT ITEMS

- A. Minutes: Open/Closed Meetings June 24, 2025 and Special Closed Meeting June 25, 2025
- B. Freedom of Information Report
- C. Change in Expense Request Process
- D. Job Descriptions:
 - a. Secretary to Student Services and Buildings & Grounds
 - b. Secretary to the High School Athletic Directors

AI 9.0 ROLL CALL ACTION ITEMS

- A. Personnel Action Items
- B. Tentative Budget for FY2025-2026 for Macon-Piatt Special Education District and Set Public Hearing

IO 10.0 ANNOUNCEMENTS

The Board of Education and Administration sends condolences to the family of:

Dale Eugene Bradford Sr., who passed away Wednesday, July 02, 2025. Mr. Bradford was the father of April Clary, Mail Clerk at the Keil Administration Building, and Beth Stout, Secretary to the K-8 Principal at Montessori Academy for Peace.

IO 11.0 IMPORTANT DATES

- July** 01 – 31 School Registration **OPEN in Skyward** for the 2025-2026 School Year
- **Parents/Families, Please Log-In and Register Your Student/Students for the Upcoming School Year (2025-2026)**
 - **Parents/Families, Please Contact Your Home School for Assistance with Skyward Credentials**

- August**
- 11 Building Meetings
 - 12 Teacher Work Day
 - 12 K-8th Grade Buildings Open Houses
 - 13 **First Full Day of School for the 2025-2026 School Year**

- 19 Middle School Open House
- 20 High School Open Houses

Families, please check with your home school for start times for Open Houses.

Please Note: The Keil Administration Building summer hours will be 8:00 AM to 4:30 PM Monday through Thursday, through August 01, 2025. **The Keil Building will be CLOSED to the public EVERY FRIDAY through August 01, 2025.** The Keil Building will re-open on Fridays to the public the week of August 04, 2025.

Additional Reminder

Please Note: Wednesday, October 15th is the Deadline for the Required Immunizations and Physicals for the 2025-2026 School Year.

NEXT MEETING

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, August 05, 2025 at the Keil Administration Building.

Please Note: The Board of Education meetings in August 2025 will be the first (5th) and third (19th) Tuesdays.

AI 12.0 ADJOURNMENT



Natural Gas & Electricity Procurement

Presenter: Becky Thompson



Introduction



Becky
Thompson



Senior Energy
Advisor, CEP



Specialties

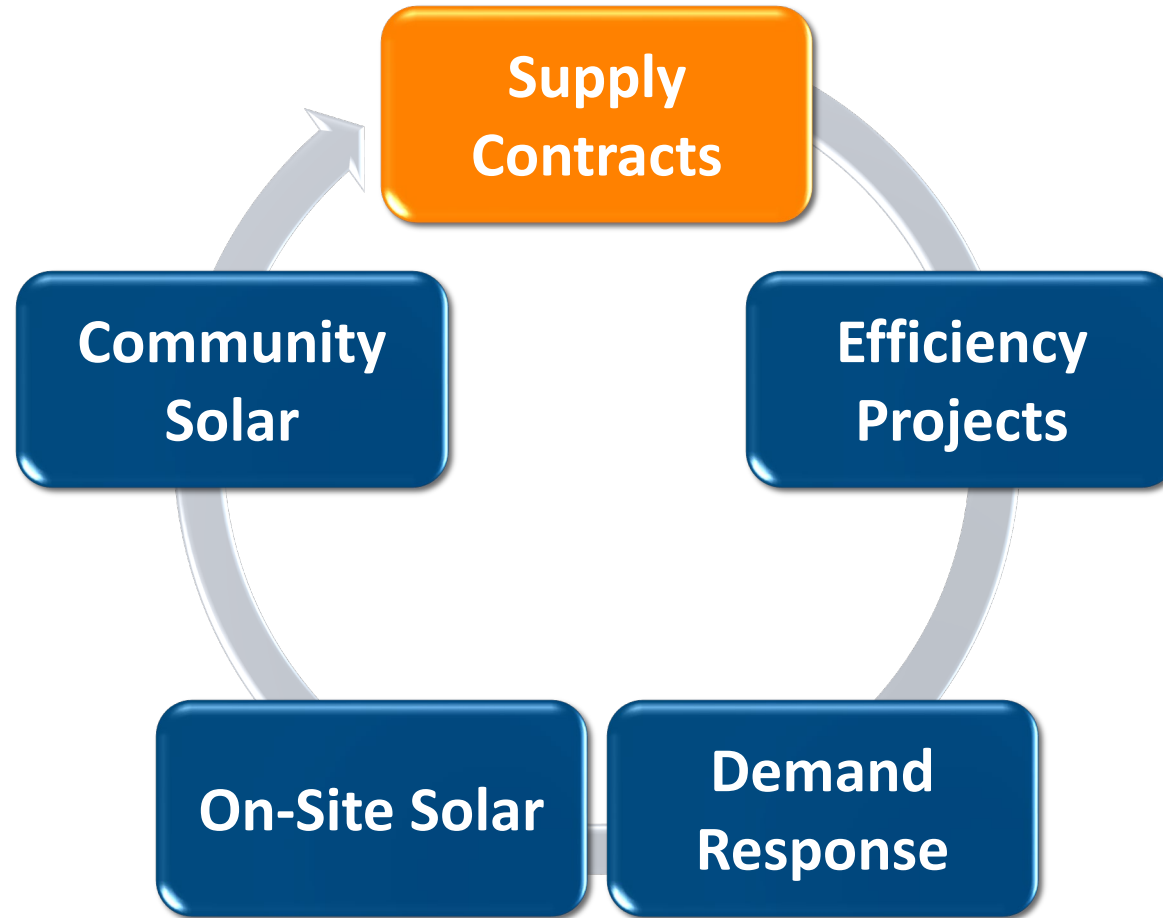
- Electricity Supply
- Natural Gas Supply
- IL Utility Tariffs
- Price Hedging
- Risk Management



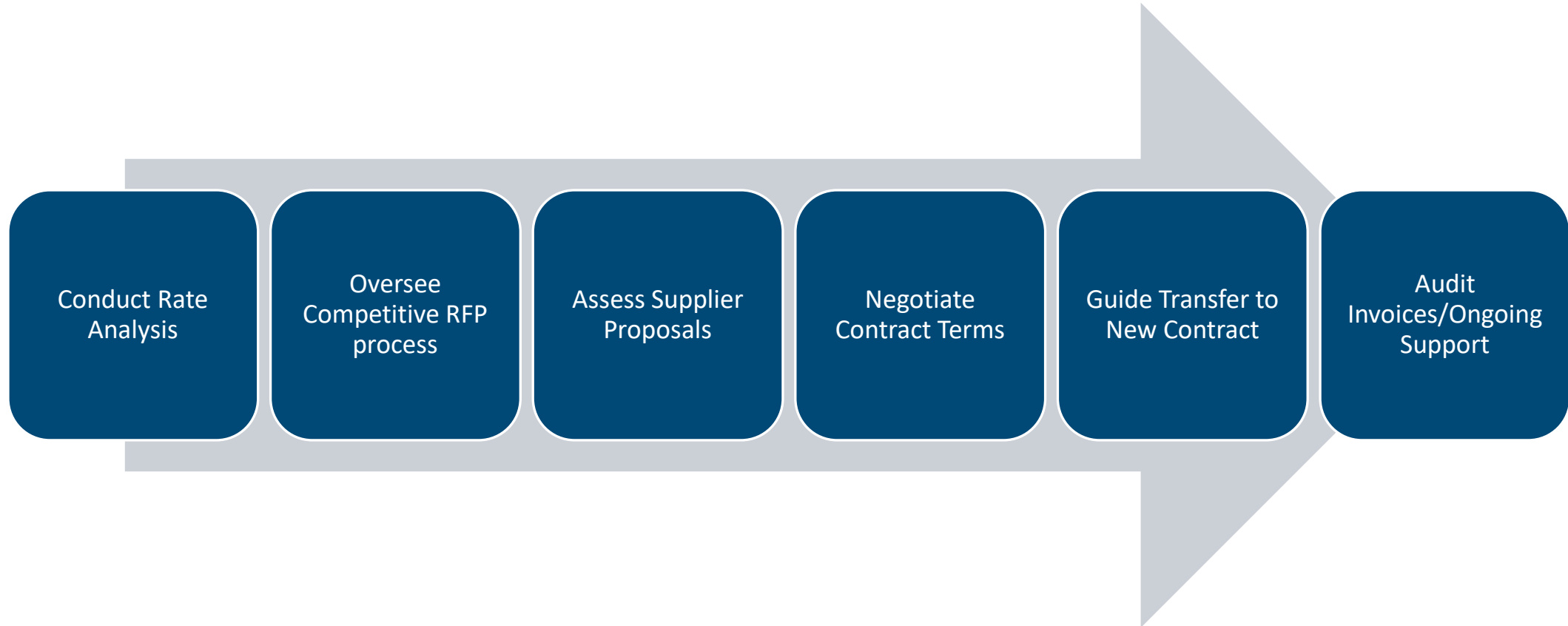
Experience

- K-12 School Districts
- Group Purchasing
- Long Range Planning
- Market Analysis

Comprehensive Energy Cost Management



Our Procurement Process



Competitive RFP Process

- Multiple suppliers, apples-to-apples comparison, recommendations on product, term, and next steps

- Live reverse auction for electricity to compete real-time and submit multiple bids

Electric Rate Comparison



Quote Date 2-Mar-23 Quote Valid Thru 2-Mar-23 Projected Start May-23 Annual Usage 123,000 kWh

Prepared For:

Customer Name: Customer Name Number of Accounts: 8

Account Information:

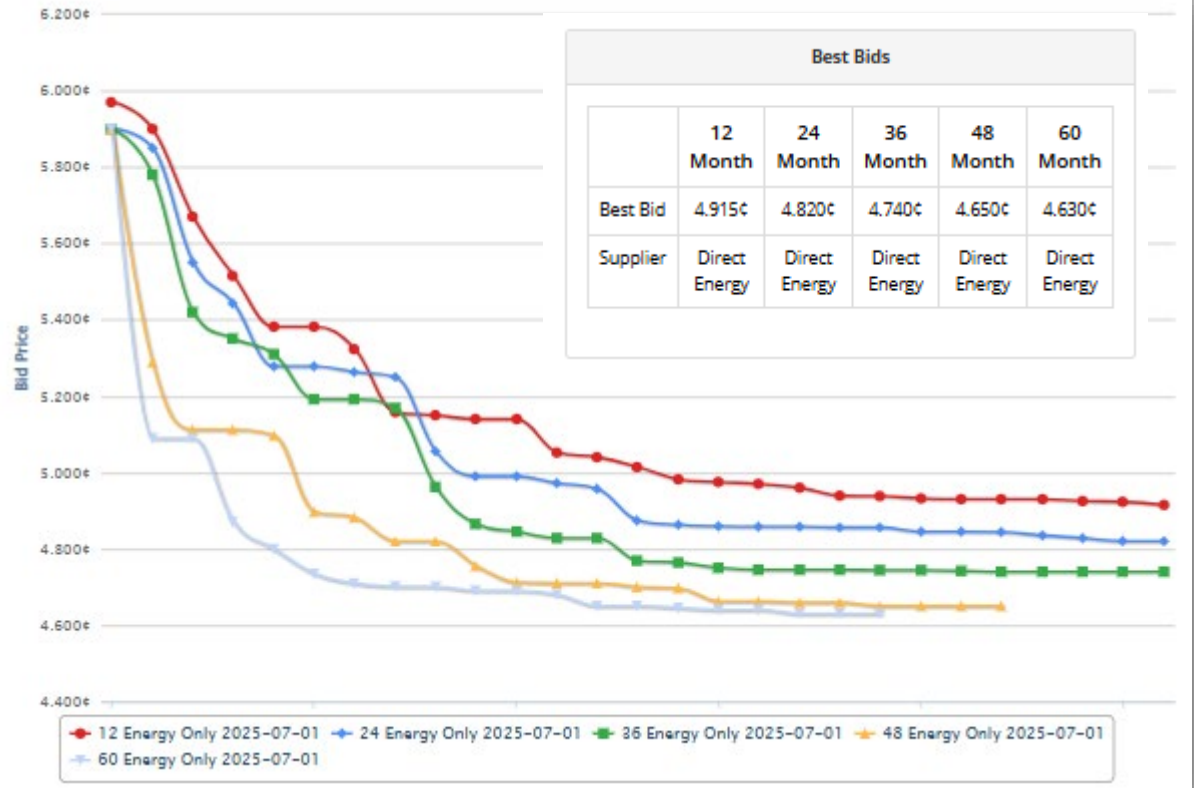
Current Supplier: Direct Current \$/kWh: \$ 0.0564

Contract End Date: May-23 Current Annual Cost: \$ 6,937

Comparison:

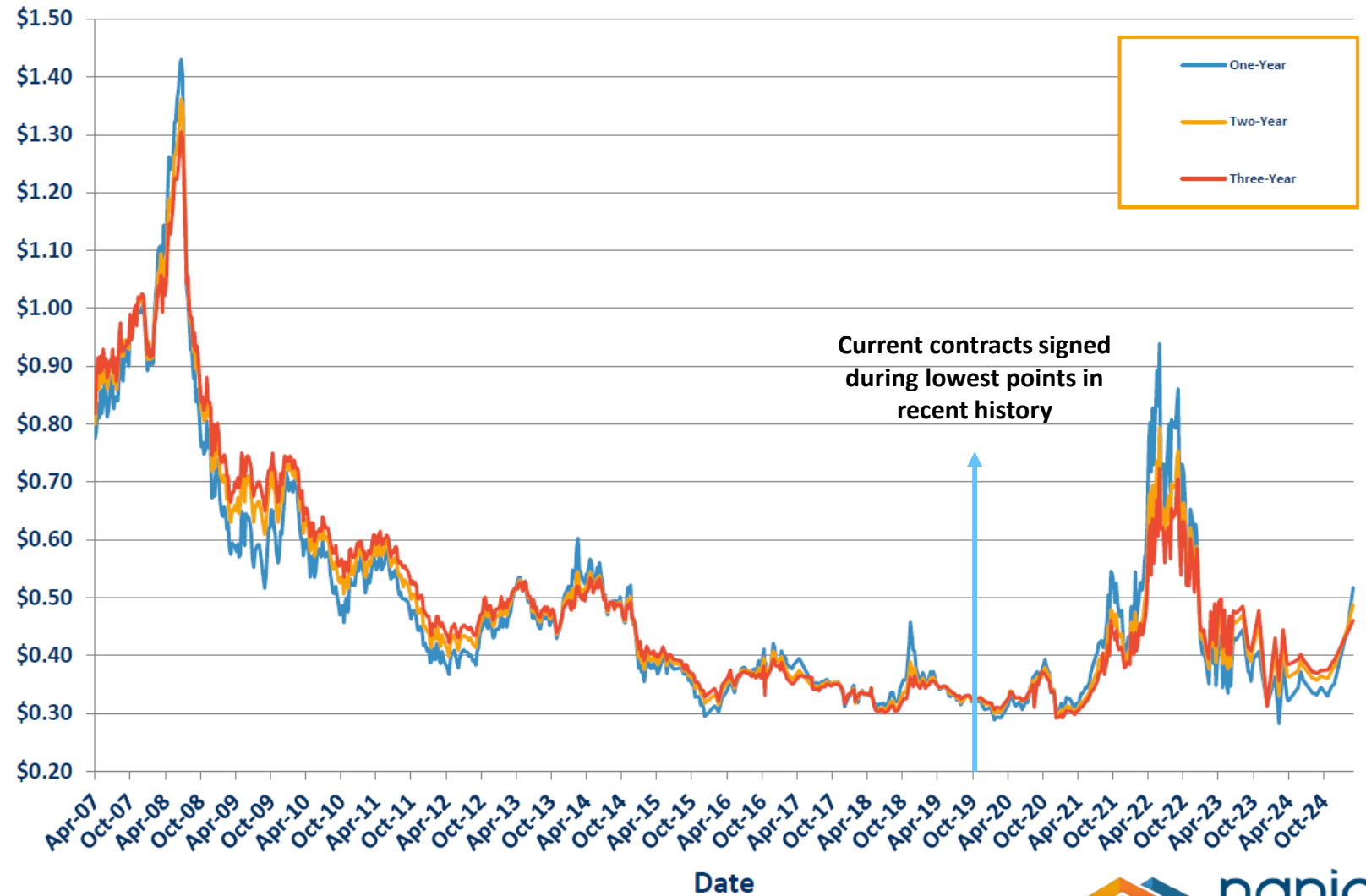
Fixed Price All-In
Estimated Annual Cost
Term Variance Vs. Current
Variance % Vs. Current

*Pricing is subject to market m



Current Status

- Natural gas fixed rate is expiring this month
- Electricity fixed rate is expiring in December 2025
- Both gas & electric rates have increased substantially since the last contract



Next Steps

Prequalification Round



Nania Energy Advisors will conduct a request for pricing from natural gas and electricity providers to verify accuracy and qualify those to participate in final pricing round / reverse auction.

Approval



At the August board meeting, we'll review the pricing and ask the Board to approve running a live reverse auction for electricity and final solicitation for natural gas and authorize Decatur Public School Administration to sign new agreements if conditions are favorable.

Execution

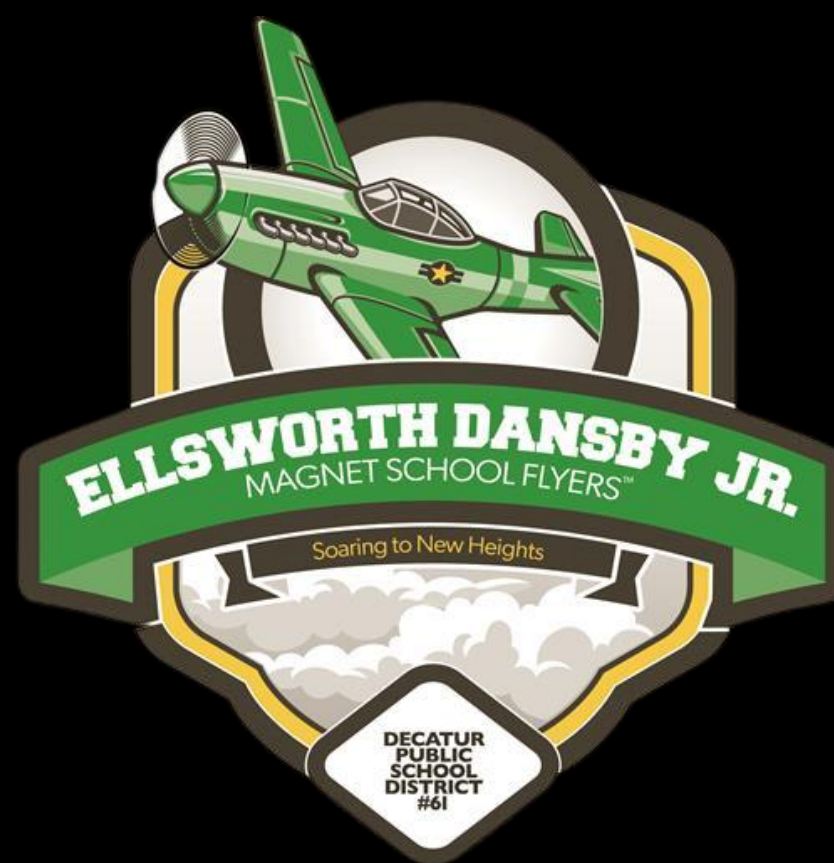


Schedule and run live reverse auction and refresh of natural gas rates, accept/sign new energy supply agreements, provide board with summary of results at the September Board of Education meeting.



Questions?

Dansby Update



Board of Education Meeting
July 15, 2025

Grand Opening



Heart of
ILLINOIS
COMMUNITY FOUNDATION

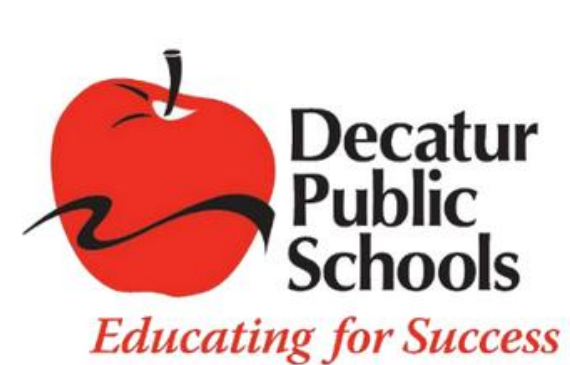
Decatur
Public
Schools
Educating for Success

The Move



Relocation Guide for Dansby Staff

UPDATED: 5/1/25 by Principal Ellis



**Officially moved in
June 09, 2025**

Mission

Ellsworth Dansby Jr. Magnet School is dedicated to developing future leaders by encouraging academic excellence, building critical and creative thinking skills, heightening curiosity, supporting collaboration, providing rich access to technology, and enriching social development in a nurturing environment through STEAM (Science, Technology, Engineering, Arts and Mathematics) education.

Inspire, Educate and Celebrate!

Vision

Ellsworth Dansby Jr. Magnet School will provide an innovative academic program, while creating the blueprint for STEAM education within Decatur Public Schools District 61.

School Improvement Priorities

- High quality, data-driven Tier I instruction in all classrooms
- STEAM Integration
- Culture and Climate



Staffing

ALMOST
THERE!

Started summer with 16 open positions

13 certified

3 classified



Interviews set up for 3
remaining certified positions
and athletic coaching positions

Updated Student Uniforms



DANSBY SCHOOL UNIFORM REQUIREMENTS



Ellsworth Dansby Jr Magnet School is the only school in DPS61 that wears uniforms. By accepting a lottery spot at Dansby and signing the magnet compact, you are agreeing to wearing proper uniforms. Uniforms are not provided by the school.

*No hoodies are allowed to be worn throughout the school day.
Crocs must be worn in "Sports Mode" with the strap down for safety.*

Shoes must be closed toed with back covering heels.

No khaki sweatpants are allowed.

Polos may have small logo on them (such as Polo brand).



The basic uniform for all K-8 students is:

Black polo (short or long sleeves)

Khaki bottoms: shorts, skirts, pants, jumpers

Stockings/leggings/long sleeve shirt in any color can be worn under polo

Polo must be worn at all times

Cardigans, Crewneck sweatshirts can be worn in polo color over polo.

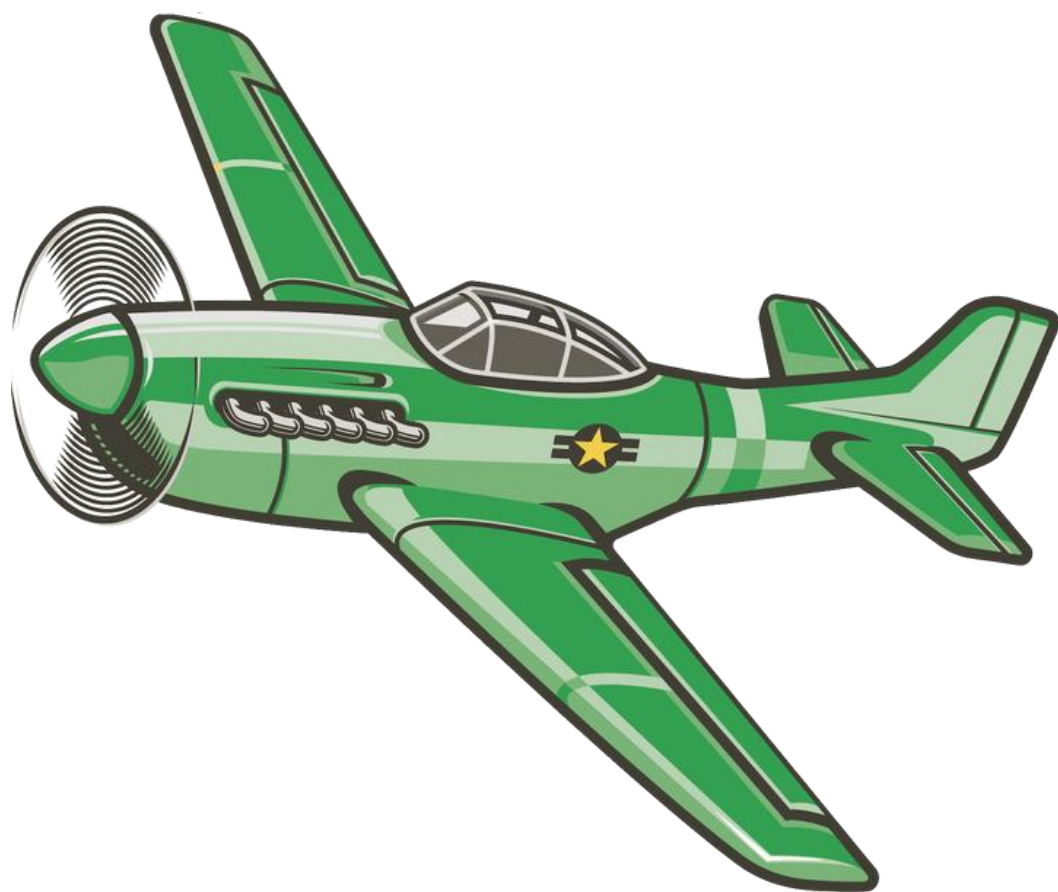


Middle School Students (6th - 8th Graders)

May wear white, black or ash gray polos



Athletics



Fly Girls STEAM Camp

ELLSWORTH DANSBY JR. MAGNET SCHOOL

MILLIKIN UNIVERSITY

FLY GIRLS FOOD CHEMISTRY STEAM CAMP

**FREE, FUN & CREATIVE STEAM CAMP
FOCUSED ON FOOD CHEMISTRY!
BREAKFAST AND LUNCH PROVIDED DAILY**

Day #1: 6/10/25
DANSBY

Day #2: 6/11/25
DANSBY

Day #3: 6/12/25
MILLIKIN UNIVERSITY

- ✓ 24 5th-8th Grade Girls
- ✓ Fun Experiments
- ✓ Learning
- ✓ Collaboration with MU
- ✓ No cost to campers

8:30AM-12:00PM

Ellsworth Dansby Jr Magnet School
2160 W Center St
Decatur, IL 62526

Need Information? Call Principal Ellis at (217)362-3380



WAND News
1d · 🌐



wandtv.com
STEM Minute | Fly Girls Food Chemistry STEAM Camp

Decatur students learn chemistry through food experiments at Fly Girls STEAM camp.



Upcoming Events

TAKING FLIGHT TO MIDDLE SCHOOL

HOME OF THE FLYERS

 **2025**
JULY 28-30
9:00AM-12:30PM  **BREAKFAST LUNCH**

JULY 28, 2025: 6TH GRADE ONLY
JULY 29, 2025: 7TH GRADE ONLY
JULY 30, 2025: 8TH GRADE ONLY

ELLSWORTH DANSBY JR MAGNET SCHOOL
2160 W CENTER ST
DECATUR, IL 62526
CONTACT PRINCIPAL ELLIS WITH QUESTIONS
(217)362-3380


POPCORN WITH THE PRINCIPAL
FRIDAY, AUGUST 1, 2025
5:30PM-6:30PM

 **Magnet Orientation Meeting for New Families**


2160 W. Center St Decatur, IL 62526 | Principal Rida Ellis | (217) 362-3380

 
Kindergarten SIGNING DAY
AUGUST 8, 2025
5:30PM-6:30PM

For the FIRST Kindergarten Class of Ellsworth Dansby Jr Magnet School

Come meet your teachers, see your classroom, ask questions, and sign your name as a member of the FIRST Kindergarten Class of Ellsworth Dansby Jr Magnet School.

2160 W. Center St Decatur, IL 62526

 **WALKING OR RIDING TO SCHOOL?** 

Join us for a Practice Day! Admin will be waiting for you to arrive safely!

 **August 8th**
8:30am-9:30am
or
4:30pm-5:30pm

Dansby Registration Reward Night @ Splash Cove
8/1/25 7pm-9pm

STUDENTS MUST BE ACCOMPANIED BY ADULT

FREE ENTRY!

ONLY FOR REGISTERED FAMILIES OF ELLSWORTH DANSBY JR MAGNET SCHOOL



 **School Registration**
Open in Skyward
July 1 - 31, 2025

CONCESSION STAND WILL BE OPEN FOR PURCHASES

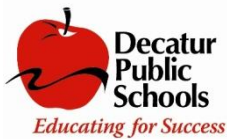


Ribbon Cutting
8/12/25
4:30pm



Questions

thank
you



Board of Education Decatur Public School District #61

| | |
|---|---|
| Date: July 15, 2025 | Subject: First Read: School Board Policies and Exhibits from PRESS Issue 118 |
| Initiated By: Dr. Mike Curry, Chief Operations Officer | Attachments: <ul style="list-style-type: none">• Press Policy Issue 118• Recommended Policy Updates• Recommended Exhibit Updates |
| Reviewed By: Dr. Rochelle Clark, Superintendent | |

BACKGROUND INFORMATION:

In conjunction with the Illinois Association of School Board's (IASB) Press Plus Policy Department, the Decatur Public School District 61's entire Board Policy Manual was updated and adopted in December of 2023 .

CURRENT CONSIDERATIONS:

Since the adoption of the Board Policy Manual, IASB has recommended updates to numerous policies and exhibits. The Policy Committee reviewed the recommended changes in Press Policy Issue 118 and these policies and exhibits are being presented as a first read.

FINANCIAL CONSIDERATIONS:

N/A

STAFF RECOMMENDATION:

The updated policies and exhibits are being presented for information only. The policies and exhibits will be updated to reflect Board guidance and brought back during the August 05, 2025 Board of Education meeting for consideration of approval.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION:_____

Update Memo

Please distribute to board members and appropriate staff.

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Instructions..... p. 1

PRESS Terminology p. 2

PRESS Issue 118 Topic

Bundles p. 2



Progress Report p. 6

Revisions to Policies, Administrative Procedures, and Exhibits (numerical table) p. 7

Next Issue: Summer Five-Year Reviews

Online Instructions

Please follow these four easy steps to log in to **PRESS**:

- Go to www.iasb.com and click on the  button on the top navigation.
- 1. Enter your email address and password.
 - If you do not know your password, do not create a new account; reset your password using your district email address. Use the “forgot your password?” link. Make sure to check your spam folder for an email from info@iasb.com, if you do not see it in your email inbox.
 - If you are still having difficulty logging in, please contact your District’s Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
 - If you continue to have difficulty signing on to www.iasb.com, please contact Michael Ifkovits at mifkovits@iasb.com.
- 3. Click the  button on the top navigator bar. This will bring you to your account page
- 4. Under “My Account Links,” click on “**PRESS Login**.”

PRESS

Policy Reference Education Subscription Service

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Debra Jacobson, Associate General Counsel and **PRESS** Editor, djacobson@iasb.com; Jeremy Duffy, IASB Deputy Executive Director/General Counsel and Assistant **PRESS** Editor, jduffy@iasb.com; Maryam Brotine, Associate General Counsel and Assistant **PRESS** Editor, mbrotine@iasb.com; or Megan Mikhail, Assistant General Counsel and Assistant **PRESS** Editor, mmikhail@iasb.com.

Please share this **PRESS** Update Memo with all board members and appropriate staff.

Two other important components of **PRESS** may be viewed and downloaded from **PRESS Online**: Committee Worksheets and the updated Policy Reference Manual (PRM) pages.

The Committee Worksheets, found by selecting a **PRESS Issue** at the top of the **PRESS Online** Table of Contents, show suggested changes to **PRESS** material by striking out deleted words and underscoring new words, a.k.a. “tracked changes.”

Updated **PRM** pages can be found in the IASB POLICY REFERENCE MANUAL Table of Contents. For visual instruction about how to download and use **PRM** pages to update your policy manual, please go to www.iasb.com/policy/ to view the **PRESS** video tutorial located under the header entitled: **PRESS – Policy Reference Education Subscription Service**.

For answers to common questions about using **PRESS**, see Q&A: Getting the Most Out of Your **PRESS** Subscription, now available on IASB’s website.

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PRESS Bundles

Each bundle summarizes the global reasons for changes to all materials that are listed.

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the **Revisions to Policies, Administrative Procedures, and Exhibits** table beginning on p. 7.

Please spend time reviewing the **PRESS** online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

Have feedback on **PRESS** materials?

Click on the **PRESS** Feedback Button, located on the header bar of **PRESS Online**. For answers to more immediate questions about **PRESS** content, please contact a **PRESS** editor directly.

Title IX Reversion to 2020 Regulations

On January 9, 2025, in the case State of Tennessee v. Cardona, the U.S. District Court in the Eastern District of Kentucky (Court) struck down the 2024 Title IX sex discrimination regulations that went into effect August 1, 2024. The result of this ruling was to restore the 2020 Title IX regulations issued during the first Trump administration. On February 4, 2025, the U.S. Dept. of Education's Office for Civil Rights issued a *Dear Colleague* letter in which it confirmed the 2020 Title IX regulations are in effect and advised schools to immediately reevaluate open Title IX investigations initiated under the 2024 regulations to ensure consistency with the requirements of the 2020 Title IX regulations.

In response to these legal developments, the following **PRESS** materials are updated:

- 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records
- 2:260, Uniform Grievance Procedure
- 2:265, Title IX Grievance Procedure – **REWRITTEN**
- 2:265-AP1, Title IX Response – **REWRITTEN**
- 2:265-AP2, Formal Title IX Complaint Grievance Process – **REWRITTEN**
- 2:265-AP3, Title IX Coordinator – **DELETED**
- 2:265-E, Title IX Glossary of Terms – **REWRITTEN**
- 5:10, Equal Employment Opportunity and Minority Recruitment
- 5:20, Workplace Harassment Prohibited
- 5:100, Staff Development Program
- 7:10, Equal Educational Opportunities
- 7:10-AP1, Accommodating Transgender, Nonbinary, or Gender Nonconforming Students
- 7:10-AP2, Accommodating Breastfeeding Students
- 7:20, Harassment of Students Prohibited
- 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment
- 7:185, Teen Dating Violence Prohibited
- 7:190-E2, Student Handbook Checklist

Ensuring Success in School Law

The Ensuring Success in School (ESS) Law, Public Act 102-466, effective 7-1-25, creates new School Code Article 26A, *Children and Students Who Are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. Article 26A requires districts to ensure they have policies, procedures, and resources in place to ensure that students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) are provided with support services necessary to enable them to meet State educational standards and successfully attain a school diploma. Specifically, Article 26A requires that at least one staff member in each school building be identified and trained as a resource person for Article 26A Students, and that each district have a complaint resolution procedure to resolve complaints of alleged violations of Article 26A. These requirements are set forth in a new 7:255 policy suite.

PRESS Terminology

What are the meanings of the “AP” and “E” after certain policy numbers?

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

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

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

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

Administrative procedures should be dated for implementation by the administrative staff and kept separately from the board policy manual.

Exhibits. Both board policies and administrative procedures may have related exhibits. Exhibits provide information and forms intended to be helpful to the understanding or implementation of either a board policy or administrative procedure, and they do not require formal board adoption. **PRESS** sample exhibits are numbered to correspond to the related board policy or administrative procedure. For example, Board Policy 2:70 has a related exhibit numbered 2:70-E. Administrative procedure 7:340-AP1 has a related exhibit numbered 7:340-AP1, E.

Exhibits labeled with an “E” may provide guidance for board work or staff work. Those providing guidance for board work should be dated for implementation by the board. Those providing guidance for the staff should be dated for implementation by the administrative staff.

Administrative procedures exhibits, always labeled with the “AP, E” format should be dated for implementation by the administrative staff.

Please note that since the ESS Law requires an Article 26A Resource Person in each school building, each school will need to have its own version of **NEW** sample administrative procedure, 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, and Victims of Domestic or Sexual Violence*.

The ESS Law also amends the following:

1. 105 ILCS 5/10-22.6, amended by P.A. 102-466, eff. 7-1-25, provides that during a suspension review hearing or expulsion hearing, students may disclose any factor to be considered in mitigation, including the student's status as a parent, expectant parent, or victim of domestic or sexual violence. It also requires that students be allowed to appear with a representative and/or a support person at disciplinary hearings.
2. 105 ILCS 5/10-22.6a, amended by P.A. 102-466, eff. 7-1-25, requires that home instruction be available for students unable to attend school because of pregnancy-related conditions (previously *pregnancy*), the fulfillment of parenting obligations related to the health of the child, or health or safety concerns arising from domestic or sexual violence.
3. 105 ILCS 5/26-2a, amended by P.A. 102-466, eff. 7-1-25, adds the following as valid causes for student absence: attendance at a verified medical or therapeutic appointment, appointment with a victim services provider, the fulfillment of a parenting responsibility, and addressing circumstances resulting from domestic or sexual violence.
4. 105 ILCS 10/2(f), amended by P.A. 102-466, eff. 7-1-25, provides that a student's temporary records shall include information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence.

The following **PRESS** materials are created or updated in response to this law:

- 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records
- 5:100, Staff Development Program
- 6:150, Home and Hospital Instruction
- 7:10, Equal Educational Opportunities
- 7:10-AP2, Accommodating Breastfeeding Students
- 7:50, School Admissions and Student Transfers To and From Non-District Schools
- 7:50-AP, School Admissions and Student Transfers To and from Non-District Schools
- 7:60, Residence
- 7:70, Attendance and Truancy
- 7:190-E2, Student Handbook Checklist
- 7:200, Suspension Procedures
- 7:210, Expulsion Procedures
- 7:210-E1, Notice of Expulsion Hearing
- 7:250, Student Support Services
- 7:250-AP2, Protocol for Responding to Students with Social, Emotional, or Mental Health Needs
- 7:255, Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence – **NEW**
- 7:255-AP1, Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence – **NEW**
- 7:255-AP2, Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence – **NEW**
- 7:340, Student Records
- 7:340-AP1, School Student Records
- 7:340-AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records

Artificial Intelligence

The use of artificial intelligence (AI)-enabled tools in K-12 has become a hot topic nationwide, as schools begin to grapple with how AI can be best utilized to improve instruction, support educators, and reduce administrative burdens. In October 2024, the U.S. Dept. of Education issued a toolkit (Toolkit) to support the safe, ethical, and equitable integration of AI in K-12 schools. Like other technological tools, it is important to keep in mind that boards have many existing board policies that already govern conduct that could involve the use of AI-enabled tools, such as policies addressing equal opportunity for students and employees, staff professional conduct, bullying, and student behavior. In recognition of the increasing role of AI in K-12 education, sample **PRESS** policy 6:325, *Access to Electronic Networks*, is updated to include a new, optional subhead to

address the use of AI-enabled tools. **NEW** sample administrative procedure 6:235-AP3, *Development of an Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines*, provides a framework, based on the Toolkit, to assist districts as they develop their own AI plans and responsible use guidelines that reflect local needs and conditions.

The following **PRESS** materials are updated or created:

- 2:150-AP, Superintendent Committees
- 6:235, Access to Electronic Networks
- 6:235-AP1, Acceptable Use of the District's Electronic Network
- 6:235-AP3, Development of an Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines – **NEW**

Federal Uniform Guidance for Awards

In October 2024, the Office of Management and Budget (OMB) issued final rules to comprehensively update and streamline the OMB *Guidance for Grants and Agreements*, now called the OMB *Guidance for Federal Financial Assistance*, located at 2 C.F.R. Part 200. The final rules are intended to improve federal financial assistance management, transparency, and oversight through more accessible and comprehensible guidance. At the State level, the amended federal rules continue to apply to State grants governed by the Ill. Grant Accountability and Transparency Act.

The following **PRESS** materials are updated in response to this regulatory update:

- 4:15, Identity Protection
- 4:15-AP2, Treatment of Personally Identifiable Information Under Grant Awards
- 4:60-AP5, Federal and State Award Procurement Procedures
- 4:80, Accounting and Audits
- 4:80-AP3, Inventory Management for Federal and State Awards

Sexting

In response to the use of technologies to produce harmful and sexually explicit “deepfakes”, 720 ILCS 5/11-23.7, added by P.A. 103-825, criminalizes the *non-consensual dissemination of sexually explicit digitized depictions*. **PRESS** sample policy 7:190, *Student Behavior*, has been updated to include a definition of the term *sexting*, which incorporates this criminal offense, along with other offenses referenced in sample administrative procedure 7:190-AP6, *Guidelines for Investigating Sexting Allegations*.

The following **PRESS** materials are updated:

- 7:190, Student Behavior
- 7:190-AP5, Student Handbook – Electronic Devices
- 7:190-AP6, Guidelines for Investigating Sexting Allegations
- 7:310, Restrictions on Publications; Elementary Schools
- 7:310-AP, Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools
- 7:315, Restrictions on Publications; High Schools
- 7:315-AP, Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools

103rd General Assembly Lane Duck Session

During its final lame duck session, the 103rd General Assembly passed bills impacting schools:

1. 105 ILCS 5/2-3.204, added by P.A. 103-1076, requires the Ill. State Board of Education to secure one or more statewide master contracts for Halal and Kosher meals so districts may purchase them, subject to appropriation of funds by the General Assembly.
2. Income Tax Act, 35 ILCS 5/231(b), amended by P.A. 103-1059, extends until 1-1-26, a tax credit for employers that incur qualified expenses on behalf of an apprentice under a registered apprenticeship program.

3. Criminal Code of 2012, 720 ILCS 5/11-9.3, amended by P.A. 103-1071, eff. 7-1-25, amends the definition of *child sex offender* to incorporate changes made to titles of certain prostitution-related offenses.

The following **PRESS** materials are updated in response to this legislation:

- 4:120, Food Services
- 6:310, High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students
- 8:30, Visitors to and Conduct on School Property

PRESS Issue 118 Trivia

378 pages • 166,597 words • 67 PRM materials

Five-Year Reviews

PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB **PRESS PRM** occurs once every five years. The **PRM** contains approximately 480 separate pieces of material, including policies, administrative procedures, and related exhibits. These are also detailed in the **Revisions to Policies, Administrative Procedures, and Exhibits Table** in numerical order beginning on p. 7.

The following **PRESS** materials are updated:

- 4:170-AP6, E1, School Staff AED Notification Letter
- 5:60, Expenses
- 5:60-AP, Federal and State Grant Travel Expense Procedures
- 5:60-E1, Employee Expense Reimbursement Form
- 5:60-E2, Employee Estimated Expense Approval Form
- 5:170-AP4, Designation of District Millennium Copyright Act (DMCA) Agent; Registration Process

- 7:190-AP2, Student Handbook – Gang Activity Prohibited
- 7:220-AP, Electronic Recordings on School Buses
- 7:325-E, Application and Procedures to Involve Students in Fundraising Activities
- 7:345-AP, E1, Student Covered Information Reporting Form
- 7:345-AP, E2, Student Data Privacy; Notice to Parents About Educational Technology Vendors
- 7:345-AP, E3, Parent Notification Letter for Student Data Breach
- 8:30-E1, Letter to Parent Regarding Visits to School by Child Sex Offenders
- 8:30-E2, Child Sex Offender’s Request for Permission to Visit School Property

Miscellaneous

The following **PRESS** materials are updated due to legislation, administrative rule and/or continuous improvement changes, including subscriber feedback. These are also detailed in the **Revisions to Policies, Administrative Procedures, and Exhibits Table** in numerical order beginning on p. 7.

The following **PRESS** material is updated:

- 7:270, Administering Medicines to Students
- 7:270-AP2, Checklist for District Supply of Undesignated Medication(s)

Please also spend time reviewing the **PRESS** Online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

Certain **PRM** materials in a **PRESS** Issue may be labeled in the **PRESS** Bundles, Revision Table and Committee Worksheets with one or more of the following categories:

NEW. This material is brand new to the **PRM**.

DELETED. This material has been deleted from the **PRM**.

RENUMBERED. This material has been assigned a new number within the **PRM**, usually due to the addition of **NEW** material.

RENAMED. The title of the material has been amended.

REWRITTEN. The material has undergone significant revisions. To preserve the readability of the Committee Worksheets, suggested changes are not shown as tracked changes.

REFORMATTED. Non-substantive changes in formatting, e.g., list renumbering, have been applied for consistency throughout the **PRM**. To preserve the readability of the Committee Worksheets, such formatting changes are not reflected as tracked changes.

Progress Report - The contents of this table frequently change.

| Topics | Our Response |
|---|---|
| <p>Governor Supports Cell Phone Ban Legislation</p> <p>During his State on the State Address to the Ill. General Assembly on February 19, 2025, Governor Pritzker announced his support for legislation that would require school boards to adopt policies banning the use of cell phones during instructional time, with certain exceptions. IASB is monitoring the relevant bills on this topic as the spring legislative session progresses.</p> | <p>If new legislation goes into effect, affected PRESS materials, including sample policy 7:190, <i>Student Behavior</i>, will be updated in the fall.</p> |
| <p>Presidential Executive Orders Address K-12 Issues, including Potential Immigration Enforcement in Schools</p> <p>Since taking office, the President has issued many Executive Orders (EOs), directing various federal agencies to implement his administration's policy priorities. Several of the EOs may impact K-12 schools, including an EO directed at dismantling the U.S. Dept. of Education and others addressing gender classification, diversity, equity, and inclusion efforts, and immigration enforcement. IASB continues to monitor the actions of the new federal administration, including the U.S. Dept. of Education, for lasting impacts on PRESS materials. Districts with specific questions on the local impacts of these actions should contact their board attorneys for guidance.</p> <p>Regarding the issue of immigration, the new administration announced a change to a previous federal policy which had limited immigration enforcement authorities from conducting activities at protected areas such as schools. In response to this development, the Ill. School Board of Education issued non-regulatory guidance indicating that districts should work with their board attorneys to develop procedures to follow should immigration authorities seek to gain access to their schools or other records. The Ill. Council of School Attorneys (ICSA) has also updated its guidance document, <i>Guidelines for Interviews of Students at School by Law Enforcement Authorities</i>, to address these issues. The ICSA Guidelines, which are referred to in sample administrative procedure 7:150-AP, <i>Agency and Police Interviews</i>, are available at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/guidelines-for-interviews-of-students/.</p> | <p>No PRESS materials are affected at this time.</p> |
| <p>Cook County Issues Guidance for School Districts on Paid Leave Ordinance</p> <p>The Cook County Paid Leave Ordinance (Ordinance) became effective for certain school districts within Cook County on 1-1-25. Many districts in Cook County are exempt from the Ordinance because the home-rule municipality in which they are located took official action to opt out from the Ordinance. On 1-10-25, the Cook County Commission on Human Rights issued Paid Leave Guidance for School Districts for those districts affected. Given the scope and complexity of the Ordinance and its implementing regulations, impacted districts should work with their board attorneys to ensure the proper policy and/or procedures are in place.</p> | <p>No PRESS materials are affected.</p> |

Revisions to Policies, Administrative Procedures, and Exhibits

| Number and Title | Revision Descriptions | |
|--|---|--------------------------|
| 2:150-AP, Superintendent Committees | The procedure is updated in response to the creation of 6:235-AP3, <i>Development of Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines</i> , and for continuous improvement. | <input type="checkbox"/> |
| 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records | The exhibit is updated in response to: <ol style="list-style-type: none"> 1. <u>State of Tennessee v. Cardona</u>, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations; 2. 105 ILCS 5/26A-20(d), added by P.A. 102-466, a/k/a <i>Ensuring Success in School (ESS) Law</i>, eff. 7-1-25, providing protections for students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students); 3. 105 ILCS 5/10-20.84(a), added by P.A. 102-917 and renumbered by P.A. 103-154, requiring districts to post on their websites their local postsecondary and career expectations frameworks; and 4. Continuous improvement. | <input type="checkbox"/> |
| 2:260, Uniform Grievance Procedure | The policy and footnotes are updated in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations, and for continuous improvement. The footnotes are also updated in response to the Whistleblower Act, 740 ILCS 174/, amended by P.A. 103-867, broadening the scope of legal protections for whistleblowers. | <input type="checkbox"/> |
| 2:265, Title IX Grievance Procedure | REWRITTEN. The policy is updated in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations, and for continuous improvement. | <input type="checkbox"/> |
| 2:265-AP1, Title IX Response | REWRITTEN. The procedure is updated for the reasons stated in 2:265, <i>Title IX Grievance Procedure</i> , above. | <input type="checkbox"/> |
| 2:265-AP2, Formal Title IX Complaint Grievance Process | REWRITTEN. The procedure is updated for the reasons stated in 2:265, <i>Title IX Grievance Procedure</i> , above. | <input type="checkbox"/> |
| 2:265-AP3, Title IX Coordinator | DELETED. The procedure is deleted in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. | <input type="checkbox"/> |
| 2:265-E, Title IX Glossary of Terms | REWRITTEN. The procedure is updated for the reasons stated in 2:265, <i>Title IX Grievance Procedure</i> , above. | <input type="checkbox"/> |
| 4:15, Identity Protection | The policy and footnotes are updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg 30046, addressing the safeguarding of information under grant awards and updating the definitions for <i>personally identifiable information</i> and <i>protected personally identifiable information</i> . | <input type="checkbox"/> |
| 4:15-AP2, Treatment of Personally Identifiable Information Under Grant Awards | The procedure is updated for the reason stated in 4:15, <i>Identity Protection</i> , above. | <input type="checkbox"/> |
| 4:60-AP5, Federal and State Award Procurement Procedures | The procedure is updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046, revising general procurement standards, competition, methods of procurement, procurement of recovered materials, contract cost and price, and federal agency or pass-through entity review; and for continuous improvement. | <input type="checkbox"/> |

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

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| 4:80, Accounting and Audits | The policy and footnotes are updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046, addressing the disposition and the retention of property acquired under grant awards, including an increase in the capitalization threshold from \$5,000 to \$10,000 for capital assets. The footnotes are also updated for continuous improvement. | <input type="checkbox"/> |
| 4:80-AP3, Inventory Management for Federal and State Awards | The procedure is updated for the reasons stated in 4:80, <i>Accounting and Audits</i> . | <input type="checkbox"/> |
| 4:120, Food Services | The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/2-304, added by P.A. 103-1076, requiring the Ill. State Board of Education (ISBE) to secure one or more master contracts for Halal and Kosher meals, subject to appropriation. | <input type="checkbox"/> |
| 4:170-AP6, E1, School Staff AED Notification Letter | The procedure is updated in response to a five-year review. | <input type="checkbox"/> |
| 5:10, Equal Employment Opportunity and Minority Recruitment | The policy is updated for the reasons stated in 2:265, <i>Title IX Grievance Procedure</i> , above. | <input type="checkbox"/> |
| 5:20, Workplace Harassment Prohibited | The policy and footnotes are updated for the reasons stated in 2:265, <i>Title IX Grievance Procedure</i> , above. | <input type="checkbox"/> |
| 5:60, Expenses | The Legal References and footnotes are updated in response to a five-year review. | <input type="checkbox"/> |
| 5:60-AP, Federal and State Grant Travel Expense Procedures | The procedure is updated in response to a five-year review. | <input type="checkbox"/> |
| 5:60-E1, Employee Expense Reimbursement Form | The exhibit is unchanged in response to a five-year review. | <input type="checkbox"/> |
| 5:60-E2, Employee Estimated Expense Approval Form | The exhibit is unchanged in response to a five-year review. | <input type="checkbox"/> |
| 5:100, Staff Development Program | The policy, Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/26A-25 and 26A-35, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring training for staff members designated as resource persons and complaint resolvers for Article 26A Students. The policy and footnotes are also updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896, requiring ongoing professional development for all personnel on the requirements of 105 ILCS 5/10-22.6 and 5/10-20.14, as well as trauma-responsive learning environments, and in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. Continuous improvement updates are also made to the footnotes. | <input type="checkbox"/> |
| 5:170-AP4, Designation of District Millenium Copyright Act (DMCA) Agent; Registration Process | The procedure is updated in response to a five-year review. | <input type="checkbox"/> |

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

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| 6:150, Home and Hospital Instruction | The policy, Cross References, and footnotes are updated in response to 105 ILCS 5/10-22.6a, amended by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring home instruction for students unable to attend school due to pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health or safety concerns arising from domestic or sexual violence. | <input type="checkbox"/> |
| 6:235, Access to Electronic Networks | The policy and footnotes are updated to address the use of artificial intelligence-enabled tools in schools. A new, optional Use of Artificial Intelligence (AI)-Enabled Tools subhead is added to the policy. The footnotes are also updated in response to a U.S. Surgeon General's Advisory addressing the safety of social media use for children, and for continuous improvement. | <input type="checkbox"/> |
| 6:235-AP1, Acceptable Use of the District's Electronic Network | The procedure is updated to include reference to a district's AI Responsible Use Guidelines, for those districts whose boards adopt the Use of Artificial Intelligence (AI)-Enabled Tools subhead in 6:235, <i>Access to Electronic Networks</i> . | <input type="checkbox"/> |
| 6:235-AP3, Development of an Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines | NEW. The procedure is created to address the development of an AI plan and guidelines regarding the responsible use of artificial intelligence-enabled tools in schools. | <input type="checkbox"/> |
| 6:310, High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students | The policy is unchanged. Footnote 11 is updated in response to the Ill. Income Tax Act, 35 ILCS 5/231(b), extending until 1-1-26, a tax credit for employers that incur qualified expenses on behalf of an apprentice under a registered apprenticeship program. Other continuous improvement updates are also made to the footnotes. | <input type="checkbox"/> |
| 7:10, Equal Educational Opportunities | The policy and footnotes are updated in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations, and for continuous improvement. The Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring schools to facilitate the full participation of Article 26A Students. | <input type="checkbox"/> |
| 7:10-AP1, Accommodating Transgender, Nonbinary, or Gender Nonconforming Students | The procedure is updated for the reasons stated in 2:265, <i>Title IX Grievance Procedure</i> , above. | <input type="checkbox"/> |
| 7:10-AP2, Accommodating Breastfeeding Students | The procedure is updated for the reasons stated in 7:10, <i>Equal Educational Opportunities</i> , above. | <input type="checkbox"/> |
| 7:20, Harassment of Students Prohibited | The policy and footnotes are updated in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations, and for continuous improvement. The Legal References and Cross References are updated in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25. | <input type="checkbox"/> |
| 7:50, School Admissions and Student Transfers To and From Non-District Schools | The Legal References are updated with minor style changes. The footnotes are updated in response to 105 ILCS 5/10-22.6, amended by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring boards with a policy requiring suspended/expelled students to complete the term of their suspension/expulsion in an alternative learning opportunities program under 105 ILCS 5/13B to consider any mitigating factors for the student. Continuous improvement updates are also made to the footnotes. | <input type="checkbox"/> |

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

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| 7:50-AP, School Admissions and Student Transfers to and from Non-District Schools | The procedure is updated for the reasons stated in 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> , above. | <input type="checkbox"/> |
| 7:60, Residence | The policy, Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, permitting but not requiring the interdistrict transfer of students who are parents, expectant parents, or victims of domestic or sexual violence. Continuous improvement updates are also made to the footnotes. | <input type="checkbox"/> |
| 7:70, Attendance and Truancy | The policy, Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, adding more valid causes for student absence. Continuous improvement updates are also made to the policy and footnotes. | <input type="checkbox"/> |
| 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment | The policy is updated in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations, and for continuous improvement. Continuous improvement updates are also made to the footnotes. | <input type="checkbox"/> |
| 7:185, Teen Dating Violence Prohibited | The policy is updated in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. | <input type="checkbox"/> |
| 7:190, Student Behavior | <p>The policy, Legal References and footnotes are updated. The policy and footnotes are updated in response to:</p> <ol style="list-style-type: none"> 1. The addition of a definition for <i>sexting</i> that includes Criminal Code of 2012, 720 ILCS 5/11-23.7, added by P.A. 103-825, criminalizing the <i>non-consensual dissemination of sexually explicit digitized depictions</i>; 2. 105 ILCS 5/22-100, added by P.A. 103-806, defining <i>corporal punishment</i>; 3. 105 ILCS 5/24-24, amended by P.A. 103-806, permitting school employees to only use reasonable force with respect to a student as permitted under 105 ILCS 5/10-20.33; 4. 105 ILCS 5/10-27.1A and 10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling), requiring the superintendent to annually report to ISBE by July 31 certain incidents on school grounds involving firearms, drugs, and battery against staff members; and 5. Continuous improvement. <p>The Legal References are updated for reason #2 listed above. The footnotes are also updated in response to:</p> <ol style="list-style-type: none"> 1. 105 ILCS 5/10-20.14, amended by P.A. 103-896, requiring ISBE to publish guidance for the development of reciprocal reporting systems and evidence-based intervention procedures by 7-1-25; 2. Ill. Human Rights Act, 775 ILCS 5/2-101(N), added by P.A. 103-804, eff. 1-1-26, defining <i>generative artificial intelligence</i>; 3. 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896, requiring districts to make reasonable efforts to provide ongoing professional development to school personnel on 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14 and trauma responsive learning environments; 4. <u>A.A. v. Summit Sch. Dist. No. 104</u>, 2024 IL App (1st) 232451, holding that the factors for review of an expulsion previously established under <u>Robinson v. Oak Park</u>, 213 Ill.App.3d 77 (1st Dist. 1991) no longer apply because 105 ILCS 5/10-22.6 has clear standards for expulsion. 5. 105 ILCS 5/10-22.6(b), amended by P.A. 103-896, deleting a provision that addressed the immediate transfer of students to an alternative program who are suspended in excess of 20 school days; 6. 105 ILCS 5/1C-2, amended by P.A. 103-594, prohibiting the expulsion of children from early childhood programs until 7-1-26. On and after 7-1-26, the prohibition will be effective under the Dept. of Early Childhood Act, 325 ILCS 3/15-30(a)(7). | <input type="checkbox"/> |

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

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| 7:190-AP2, Student Handbook - Gang Activity Prohibited | The procedure is updated in response to a five-year review. | <input type="checkbox"/> |
| 7:190-AP5, Student Handbook - Electronic Devices | The procedure is updated in response to the addition of a definition of <i>sexting</i> in 7:190, <i>Student Behavior</i> , and for continuous improvement. | <input type="checkbox"/> |
| 7:190-AP6, Guidelines for Investigating Sexting Allegations | The procedure is updated in response to: <ol style="list-style-type: none"> 1. Criminal Code of 2012, 720 ILCS 5/11-23.5, amended by P.A. 103-825, amended by P.A. 103-825, revising the elements of the criminal offense of <i>non-consensual dissemination of private sexual images</i>; 2. Criminal Code of 2012, 720 ILCS 5/11-23.7, added by P.A. 103-825, adding the criminal offense of <i>non-consensual dissemination of sexually explicit digitized depictions</i>; 3. <u>State of Tennessee v. Cardona</u>, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations; and 4. Continuous improvement. | <input type="checkbox"/> |
| 7:190-E2, Student Handbook Checklist | The exhibit is updated in response to: <ol style="list-style-type: none"> 1. <u>State of Tennessee v. Cardona</u>, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations; and 2. 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i>, eff. 7-1-25, requiring students be annually notified of support services available for Article 26A Students, the name and contact information of their school's Article 26A Resource Person, and the availability of counseling for students 12 years of age and older without parent/guardian consent under 405 ILCS 5/3-550. | <input type="checkbox"/> |
| 7:200, Suspension Procedures | The policy and footnotes are updated in response to 105 ILCS 5/10-22.6, amended by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, providing that during a suspension review hearing or expulsion hearing, students may disclose any factor to be considered in mitigation and students must be allowed to appear with a representative and a support person, and for continuous improvement. | <input type="checkbox"/> |
| 7:210, Expulsion Procedures | The policy and footnotes are updated for the reasons stated in 7:200, <i>Suspension Procedures</i> . | <input type="checkbox"/> |
| 7:210-E1, Notice of Expulsion Hearing | The exhibit is updated for the reasons stated in 7:200, <i>Suspension Procedures</i> . | <input type="checkbox"/> |
| 7:220-AP, Electronic Recordings on School Buses | The procedure is updated in response to a five-year review. | <input type="checkbox"/> |
| 7:250, Student Support Services | The policy, Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring students 12 years of age and older be annually notified of the availability of counseling without parent/guardian consent under 405 ILCS 5/3-550, and the designation of at least one staff member in each building as a resource person for Article 26A Students. | <input type="checkbox"/> |
| 7:250-AP2, Protocol for Responding to Students with Social, Emotional, or Mental Health Needs | The procedure is updated in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring the designation of at least one staff member in each building as a resource person for Article 26A Students. | <input type="checkbox"/> |
| 7:255, Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence | NEW. The policy is created in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring districts to ensure they have policies, procedures, and resources in place to ensure that Article 26A Students are provided with support services necessary to enable them to meet State educational standards and successfully attain a school diploma. | <input type="checkbox"/> |

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

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| 7:255-AP1, Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence | NEW. The procedure is created for the reason stated in 7:255, <i>Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence</i> , above. | <input type="checkbox"/> |
| 7:255-AP2, Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence | NEW. The procedure is created for the reason stated in 7:255, <i>Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence</i> , above. | <input type="checkbox"/> |
| 7:270, Administering Medicines to Students | <p>The policy, Legal References, and footnotes are updated. The policy is updated for continuous improvement to clarify that students may self-carry supplies when authorized by their diabetes care plan and/or seizure action plan.</p> <p>The footnotes are updated in response to:</p> <ol style="list-style-type: none"> 23 Ill.Admin.Code §1.540(b)(2), amended by 48 Ill.Reg. 14539, adding that schools are not required to accept opt-out requests from parents for the administration of undesignated medications. Clinical Social Work and Social Work Practice Act, 225 ILCS 20/4.5, added by P.A. 103-1048, authorizing licensed school social workers to possess and administer opioid antagonists in their licensed professional capacity; and Continuous improvement. <p>The Legal References are updated for continuous improvement to add 105 ILCS 150/, Seizure Smart School Act.</p> | <input type="checkbox"/> |
| 7:270-AP2, Checklist for District Supply of Undesignated Medication(s) | <p>The procedure is updated in response to:</p> <ol style="list-style-type: none"> 23 Ill.Admin.Code §1.540(b)(2), amended by 48 Ill. Reg. 14539, adding that schools are not required to accept opt-out requests from parents for the administration of undesignated medications; ISBE and the Ill. Dept. of Human Services' <i>Substance Abuse Prevention and Recovery Instruction Resource Guide</i>; and Continuous improvement. | <input type="checkbox"/> |
| 7:310, Restrictions on Publications; Elementary Schools | <p>The policy, footnotes, and Cross References are updated. The policy, Cross References, and footnotes are updated in response to the addition of a definition of <i>sexting</i> in 7:190, <i>Student Behavior</i>, and for continuous improvement. The footnotes are also updated in response to:</p> <ol style="list-style-type: none"> <u>L.M. v. Town of Middleborough, Mass.</u>, 103 F.4th 854 (1st Cir. 2024), addressing the limits of students' right to free speech on campus; and <u>Mahanoy Area School Dist. v. B.L.</u>, 594 U.S. 180 (2021), addressing the issue of discipline for off-campus conduct. | <input type="checkbox"/> |
| 7:310-AP, Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools | The procedure is updated in response to the addition of a definition of <i>sexting</i> in 7:190, <i>Student Behavior</i> , and for continuous improvement. | <input type="checkbox"/> |
| 7:315, Restrictions on Publications; High Schools | The policy, Cross References, and footnotes are updated for the reasons stated in 7:310, <i>Restrictions on Publications; Elementary Schools</i> , above. | <input type="checkbox"/> |
| 7:315-AP, Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools | The procedure is updated for the reasons stated in 7:310-AP, <i>Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools</i> , above. | <input type="checkbox"/> |

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

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| 7:325-E, Application and Procedures to Involve Students in Fundraising Activities | The exhibit is updated in response to a five-year review. | <input type="checkbox"/> |
| 7:340, Student Records | <p>The Legal References, Cross References, Administrative Procedure References, and footnotes are updated in response to:</p> <ol style="list-style-type: none"> 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a <i>ESS Law</i>, eff. 7-1-25, restricting the circumstances under which schools may disclose information about a student's status as a parent, expectant parent, or victim of domestic or sexual violence; and 105 ILCS 10/2(f), amended by P.A. 102-466, a/k/a <i>ESS Law</i>, eff. 7-1-25, providing that a student's temporary records include information about a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence. <p>Continuous improvement updates are also made to the footnotes.</p> | <input type="checkbox"/> |
| 7:340-AP1, School Student Records | The procedure is updated for the reasons stated in 7:340, <i>Student Records</i> , above. | <input type="checkbox"/> |
| 7:340-AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records | The exhibit is updated in response to 105 ILCS 10/2(f), amended by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, providing that a student's temporary records include information about a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence, and for continuous improvement. | <input type="checkbox"/> |
| 7:345-AP, E1, Student Covered Information Reporting Form | The exhibit is updated in response to a five-year review. | <input type="checkbox"/> |
| 7:345-AP, E2, Student Data Privacy; Notice to Parents About Educational Technology Vendors | The exhibit is updated in response to a five-year review. | <input type="checkbox"/> |
| 7:345-AP, E3, Parent Notification Letter for Student Breach | The exhibit is updated in response to a five-year review. | <input type="checkbox"/> |
| 8:30, Visitors to and Conduct on School Property | The Legal References are updated with a minor style change. The footnotes are updated in response to the Criminal Code of 2012, 720 ILCS 5/11-18, amended by P.A. 103-1071, eff. 7-1-25, renaming the criminal offense of patronizing a prostitute <u>person engaged in the sex trade</u> , and for continuous improvement. | <input type="checkbox"/> |
| 8:30-E1, Letter to Parent Regarding Visits to School by Child Sex Offenders | The exhibit is updated in response to a five-year review. | <input type="checkbox"/> |
| 8:30-E2, Child Sex Offender's Request for Permission to Visit School Property | The exhibit is updated in response to a five-year review. | <input type="checkbox"/> |

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Heather K. Brickman, Attorney, Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP

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Teri Engler, Attorney, Engler Callaway Baasten & Sraga, LLC

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Stephanie E. Jones, Attorney, Kriha Boucek LLC

Kathy Marshall, Assistant Superintendent, Bureau-Henry-Stark ROE 28

Steve Miller, Assistant Superintendent of Business Operations, Schaumburg CCSD 54

David G. Penn, Attorney, Schmiedeskamp, Robertson, Neu & Mitchell LLP

Merry Rhoades, Attorney, Tueth, Keeney, Cooper, Mohan & Jackstadt P.C.

M. Curt Richardson, Attorney, McLean County Unit District 5

Caroline Roselli, Attorney, Robbins Schwartz

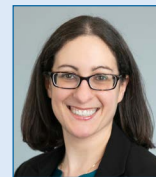
Wayne Savageau, former IASB Policy Consultant, and former Superintendent

Dr. Glenn A. Wood, Superintendent, Plainfield Community Consolidated School District 202

H. Allen Yow, Attorney, Rammelkamp Bradney, Attorneys at Law

IASB Staff Members, especially Policy Services Directors and select Outreach and Training and Governmental Relations Directors

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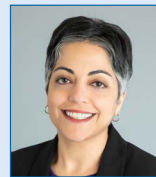
Debra Jacobson

PRESS Editor,
Associate General Counsel
(ext. 1211) djacobson@iasb.com



Jeremy Duffy

Assistant PRESS Editor,
Deputy Executive Director
and General Counsel
(ext. 1234) jduffy@iasb.com



Maryam Brotine

Assistant PRESS Editor,
Associate General Counsel
and Director, Diversity, Equity
& Inclusion Services
(ext. 1219) mbrotine@iasb.com



Megan Mikhail

Assistant PRESS Editor,
Assistant General Counsel,
(ext. 1215) mmikhail@iasb.com



Ummehani Faizullahbho

Assistant Director,
Office of General Counsel
(ext. 1227) ufaizullahbho@iasb.com



Michael Ifkovits

Legal Assistant,
Office of General Counsel
(ext. 1237) mifkovits@iasb.com



Karis Li

Legal Assistant,
Office of General Counsel
(ext. 1236) kli@iasb.com

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Ummehani Faizullahbho, Office of General Counsel, preparation, formatting, quality assurance, editor, State and federal regulations monitor

Michael Ifkovits, Office of General Counsel, preparation, formatting, quality assurance, editor, State and federal regulations monitor

Karis Li, Office of General Counsel, preparation, formatting, quality assurance, editor, State and federal regulations monitor

School Board

Uniform Grievance Procedure ¹

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy², or has a complaint regarding any one of the following: ³

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq. ⁴

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

¹ State or federal law requires this subject matter be covered by policy and controls this policy's content. 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. Employee grievance procedures are a mandatory subject of bargaining and cannot be changed without the employee exclusive representative's consent. This policy and its companion sample policy 2:265, *Title IX Grievance Procedure*, are in addition to, and not a substitute for, the employee grievance procedure contained in a collective bargaining agreement.

A grievance procedure is required by many civil rights acts and implementing regulations, including those listed. For the sake of consistency and ease of administration, this policy consolidates all board grievance procedures, excluding Title IX sexual harassment complaints (see sample policy 2:265, *Title IX Grievance Procedure*) into one policy, except those contained in collective bargaining agreements. See the cross references for the policies referring to this uniform grievance procedure policy.

² Including the phrase "guaranteed by the State or federal Constitution, State or federal statute, or Board policy" broadens the scope of this policy beyond the items listed. Consult the board attorney regarding whether to retain this phrase and/or to otherwise limit the scope of this policy.

³ The Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §1400 et seq.) is not included in the list of statutes that may serve as the basis of a grievance, and attorneys disagree whether it should be. Many believe that IDEA provides the exclusive remedy; others believe that including IDEA allows parents/guardians an opportunity to get their position before the board. Unique and specific complaint resolution mechanisms are expressly provided under IDEA, Article 14 of the School Code, and their respective implementing regulations. These mechanisms follow: (1) IDEA at 20 U.S.C. §1415 (procedural safeguards-mediation and due process); (2) IDEA regulations at 34 C.F.R. §§300.151-300.153 (state complaints), 300.506 (mediation), and 300.507 et seq. (due process); (3) ~~School Code at §§105 ILCS 5/14-8.02a~~ (mediation and due process) and ~~5/14-8.02b~~ (expedited due process); and (4) special education regulations at 23 Ill.Admin.Code §§226.560 (Mediation), 226.570 (State Complaint Procedures), and Subpart G (due process). A board that would like to include IDEA should consult the board attorney.

⁴ The Americans with Disabilities Act Amendments Act (ADAAA) (Pub. L. 110-325), made significant changes to the Americans with Disabilities Act's definition of disability by broadening the scope of coverage. The ADAAA also overturned a series of U.S. Supreme Court decisions that interpreted the Americans with Disabilities Act of 1990 in a way that made it difficult to prove that impairments were a disability. The U.S. Equal Employment Opportunity Commission's (EEOC) regulations, 29 C.F.R. Part 1630, are at: www.eeoc.gov/eeoc-disability-related-resources/laws-and-regulations-related-disability-discrimination-www.eeoc.gov/laws/types/disability-regulations.cfm.

Boards should consult with their attorneys regarding how the ADAAA and its implementing regulations impact their districts.

Title II of the ADA of 1990 also includes website accessibility. The *Web Content Accessibility Guidelines* (WCAG) Version 2.1, Level AA is the formal federal legal standard for public accommodation websites, including school districts. The compliance date for districts is 4-24-26 or 4-26-27, depending upon the size of the population where the district is located. 28 C.F.R. §§35.104 and 35.200 et seq. See ~~t~~ The U.S. Dept. of Justice's *Fact Sheet: New Rule on the Accessibility of Web Content and Mobile Apps Provided by State and Local Governments* (43-8-24), at: <https://www.ada.gov/resources/2024-03-08-web-rule/>. WCAG 2.1 is available at: www.w3.org/TR/WCAG21. 105 ILCS 5/10-20.75, ~~added by P.A. 102-238~~, also requires school districts to ensure their *Internet websites or web services* comply with Level AA of the WCAG 2.1 or any revised version of those guidelines. *Internet website or web service* means "any third party online curriculum that is made available to enrolled students or the public by a school district through the Internet." Id.

2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX complaints governed by Board policy 2:265, Title IX Grievance Procedure

2-3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.⁵

3-4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)⁶

4-5. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)

5-6. Sexual harassment prohibited by the State Officials and Employees Ethics Act⁷, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of

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⁵ See f/n 4's discussion of website accessibility above. See also the discussion in f/n 2 of sample policy 8:70, *Accommodating Individuals with Disabilities*.

⁶ 105 ILCS 5/22-95(b)(1)(B), added by P.A. 103-472, requires a district to have an internal process for filing a complaint regarding a violation of its policy (or policies) prohibiting discrimination and harassment on the basis of race, color, national origin, and retaliation. Sample policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, utilizes this policy as an internal complaint process. See also sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, which includes additional procedures to be followed when responding to complaints of discrimination and harassment on the basis of race, color, and national origin.

⁷ 5 ILCS 430/70-5(a) requires governmental entities (including school districts) to adopt an ordinance or resolution establishing a policy to prohibit sexual harassment that contains certain prescribed elements. See sample policy 5:20, *Workplace Harassment Prohibited*, at f/n 3 and subhead **Complaints of Sexual Harassment Made Against Board Members by Elected Officials** in sample policy 2:105, *Ethics and Gift Ban*, for further detail. Complaints of sexual harassment made against board members by fellow board members or other elected officials of governmental units must undergo an *independent review*, which is not a term defined in the statute. Unlike the powers granted by the Ill. General Assembly to municipalities to pass ordinances, school boards govern by rules referred to as *policies*. 105 ILCS 5/10-20.5. Further, school boards may only exercise powers given to them that are consistent with the School Code that may be requisite or proper for the maintenance, operation, and development of any school or schools under the jurisdiction of the board. 105 ILCS 5/10-20. School districts are also required to create, maintain, and implement an age-appropriate sexual harassment policy. 105 ILCS 5/10-20.69. See sample policy 7:20, *Harassment of Students Prohibited*, and its f/n 9 for further information.

50 ILCS 205/3c requires a school district to post on its website and make available to news media specific information about severance agreements that it enters into because an employee or contractor was “found to have engaged in sexual harassment or sexual discrimination, as defined by the Ill. Human Rights Act or Title VII of the Civil Rights Act of 1964.” Consult the board attorney about the word *found*. It raises many practical application questions, e.g., when does the word *found* trigger a board's compliance responsibility pursuant to this law. Such questions include, but are not limited to:

1. Must a school board make a *finding* to trigger this requirement? If the severance agreement is entered into post-termination, a record of board *findings* rarely exists.
2. Are charges for termination *findings*? Often superintendents submit charges for termination, but these are not technically *findings*.
3. Are charges based on a complaint manager's report and determination(s) *findings* under the law when a board still has the ability to review and reject the complaint manager's determination(s)?

Next, contrast the above publication law with the Government Severance Pay Act (GSPA), 5 ILCS 415/10(a)(2). GSPA prohibits an employee of a school district with contract provisions for severance pay from receiving any severance if he or she is fired for *misconduct* by the board. GSPA defines *misconduct* to include sexual harassment and/or discrimination. *Id.* at 415/5.

Consult the board attorney about how to reconcile whether sexual harassment and/or sexual discrimination is misconduct for which a severance would be prohibited under the GSPA, and therefore, not available to be published under 50 ILCS 205/3c. And for further discussion and other applicable transparency laws that apply to this issue, see also f/n 16 in sample policy 5:20, *Workplace Harassment Prohibited*.

1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)⁸

~~6-7.~~ Breastfeeding accommodations for students, 105 ILCS 5/10-20.60⁹

~~7-8.~~ Bullying, 105 ILCS 5/27-23.7¹⁰

~~8-9.~~ Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children¹¹

~~9-10.~~ Curriculum, instructional materials, and/or 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

~~13-14.~~ Illinois Whistleblower Act, 740 ILCS 174/¹²

~~14-15.~~ Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.¹³

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

⁸ Consult the board attorney regarding proper filing and storage of these investigation documents, including whether certain student-related investigation documents are *sole possession records*, a Family Policy Compliance Office (FPCO)-created exemption to the Family Education Rights Privacy Act (FERPA) (20 U.S.C. §1232g). See *Letter to Ruscio*, 115 LRP 18601 (FPCO 12-17-14).

⁹ 105 ILCS 5/10-20.60 requires schools to implement the Ill. sex equity grievance procedures when processing student complaints about breastfeeding accommodations. Complainants must be informed that the board's decision may be appealed to the Regional Superintendent (or appropriate Intermediate Service Center Executive Director) and, thereafter, to the State Superintendent. 23 Ill.Admin.Code §200.40. **Note:** Certain claims brought under 105 ILCS 5/10-20.60 may also be covered by the anti-discrimination protections of Title IX; consult the board attorney for further advice. Guidance from U.S. Dept. of Education on Title IX requirements for pregnant and parenting students (June 2013) is available at: www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/sex-issue03.html.

¹⁰ All districts must have a policy on bullying. 105 ILCS 5/27-23.7. See sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. The inclusion of *bullying* in the list of topics that may serve as the basis of a grievance furthers the obligation to communicate this policy to students and their parents/guardians.

¹¹ Parents/guardians of educationally disadvantaged children may sue a district for misuse of funds allocated by State law for the benefit of such children. *Noyola v. Bd. of Educ.*, 179 Ill.2d 121 (Ill. 1997) (affirming the appellate court's conclusion in *Noyola v. Bd. of Educ.*, 284 Ill.App.3d 128 (1st Dist. 1996) that parents/guardians may pursue a claim to enforce the requirements of the School Code but holding that the proper action for enforcement is by means of mandamus not an implied right of action).

¹² The Whistleblower Act (740 ILCS 174/), amended by P.A. 103-867, includes school districts in the definition of employer. It protects employees from employer retaliation for disclosing information to a government or law enforcement agency. ~~Section 15 also~~ 740 ILCS 174/15, amended by P.A. 103-867, contains language prohibiting employers from retaliating against employees who disclose information in a court, an administrative hearing, ~~or before a legislative commission or committee~~, or in any other proceeding initiated by a public body where the employee has ~~reasonable cause to believe a good faith belief~~ that ~~the information an activity, policy, or practice of the employer: (1) violates-reveals a violation of~~ a State or federal law, rule, or regulation; or (2) poses a substantial and specific danger to employees, public health, or safety. The Ill. False Claims Act (740 ILCS 175/) includes school districts in its definition of *State*. A strict interpretation of this language appears to allow school boards to collect civil penalties and costs against someone making a false claim. Before disciplining any employee, boards should thoroughly investigate the ramifications of these acts in consultation with their attorney and liability insurance carriers.

¹³ The Genetic Information Nondiscrimination Act (GINA) (42 U.S.C. §2000ff et seq.) is a federal law. Title I addresses the use of genetic information pertaining to health insurance. Title II protects job applicants, current and former employees, labor union members, and apprentices and trainees from discrimination based on their genetic information. GINA covers employers with 15 or more employees.

~~15-16.~~ Employee Credit Privacy Act, 820 ILCS 70/ 14

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

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable¹⁵ resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

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GINA broadly defines genetic information to include information about an individual's genetic tests, their family members, and, among other things, the manifestation of a disease or disorder in the individual or the individual's family members. Information about an individual's or family member's age or gender is excluded from genetic information. Its remedies mirror those available under a Title VII of the Civil Rights Act claim: back pay, reinstatement, attorneys' fees and compensatory and punitive damages. Retaliation against an individual who brings a claim under GINA is also prohibited. Federal regulations are available at 29 C.F.R. Part 1635, and background information on these regulations is available at: www.eeoc.gov/genetic-information-discrimination ~~www.eeoc.gov/regulations-related-genetic-discrimination~~. An FAQ entitled *FAQs on the Genetic Information Nondiscrimination Act* is available at: www.dol.gov/agencies/ebsa/laws-and-regulations/laws/gina.

The Ill. Genetic Information Protection Act (GIPA) (410 ILCS 513/) also prohibits employers from making employment decisions on the basis of any employee's genetic testing information and from penalizing employees who do not want to disclose their genetic information as part of a workplace wellness program. GIPA includes the federal GINA's definition of genetic information and creates more stringent obligations on Ill. employers. While the federal GINA exempts small employers (those with less than 15 employees), Illinois' GIPA covers all employers, even those with one employee. GIPA also provides penalties for negligent and intentional mishandling of genetic information. Note that Title II of GINA does not preempt GIPA's greater protections to Illinois employees.

Before using any sort of genetic information, consult the board attorney for guidance regarding GINA's and GIPA's specific applications to the district and how these laws integrate with other related federal laws, such as the Family and Medical Leave Act (29 U.S.C. §2612 et seq.) and the ADA, and State laws governing time off for sickness and workers' compensation.

¹⁴ 820 ILCS 70/. Unless a satisfactory credit history is an *established bona fide occupational requirement* of a particular position, an employer may not: (1) refuse to hire, discharge, or otherwise discriminate against an individual with respect to employment because of the individual's credit history or credit report; (2) inquire about an applicant's or employee's credit history; or (3) order or obtain an applicant's or employee's credit report from a consumer reporting agency. The Act identifies circumstances that permit a satisfactory credit history to be a job requirement, such as, when the position's duties include custody of or unsupervised access to cash or marketable assets valued at \$2,500 or more. 820 ILCS 70/10(b). A person who is injured by a violation of this Act may bring a civil action to obtain injunctive relief and/or damages. 820 ILCS 70/25. The court must award costs and reasonable attorneys' fees to a prevailing plaintiff. Id.

¹⁵ The phrase "prompt and equitable resolution" comes from Title IX implementing regulation 34 C.F.R. §106.8(~~cb~~)(2) which requires schools to "adopt, and publish, and implement grievance procedures ~~that~~ that provide for the prompt and equitable resolution of ~~complaints made by students, and employees, or other individuals who are participating or attempting to participate in the recipient's education program or activity~~ complaints" of alleging sex discrimination.

Deadlines

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

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender.¹⁶ The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

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

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq.*), the Title IX Coordinator or designee¹⁷ shall process and review the complaint under Board policy 2:265, *Title IX Grievance Procedure*.

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

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*,¹⁸ should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf.¹⁹ The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

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¹⁶ This is a best practice.

¹⁷ "Title IX Coordinator or designee" is used where Title IX is implicated. In contrast, if Title IX is not implicated, "Nondiscrimination Coordinator or a Complaint Manager or designee" is used (see the last paragraph under the **Filing a Complaint** subhead).

¹⁸ See sample administrative procedure 5:120-AP2, *Employee Conduct Standards*, and its exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*.

¹⁹ This policy gives complaint managers the flexibility to appoint another individual to conduct an investigation, which may be appropriate in cases where the neutrality or efficacy of the complaint manager is an issue, and/or where the district wishes to have the expertise and related attorney-client and work product privileges that an in-house or outside attorney may afford an investigation. Such alternative appointments are often made in consultation with the superintendent or other district-level administrator (except in cases involving complaints about those individuals).

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

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

The Superintendent will keep the Board informed of all complaints.

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

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall provide his or her written decision to the Complainant and the accused²⁰ as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.²¹

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

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

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall provide its written decision to the Complainant and the accused,²² as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.²³

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²⁰ Using a consistent delivery method that allows the district to verify the date of receipt is a best practice, e.g., registered mail, return receipt requested, and/or personal delivery.

²¹ *Preponderance of evidence* is a standard [of proof](#) used in civil cases. It means "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." See *Black's Law Dictionary, 11th ed. 2019*.

²² See f/n 20, above.

²³ The Ill. sex equity regulations require districts to have "specific timelines for completion of each step and rendering of a written decision, and shall provide for final appeal of grievance decisions made at the system level to the system's governing board." 23 Ill.Admin.Code §200.40(c)(1). To avoid arguments over these timelines, this sample policy provides that the failure to strictly follow the timelines does not prejudice any party. The grievance procedure is worthless if complaints are not thoroughly and promptly investigated.

Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers ²⁴

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

~~The Nondiscrimination Coordinator also serves as the District's Superintendent shall appoint a~~ Title IX Coordinator to coordinate the District's efforts to comply with Title IX. ²⁵

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

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator, Title IX Coordinator, and the Complaint Managers. ²⁶

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

²⁴ While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. 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.

A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. Best practice is that throughout the 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.

²⁵ Title IX regulations require districts to designate and authorize an employee to coordinate efforts to comply with Title IX and to refer to that employee as the Title IX Coordinator. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number. Id. If a district has more than one Title IX Coordinator, it should designate one of its Title IX Coordinators to retain ultimate oversight to ensure the district's consistent compliance with its responsibilities under Title IX and its implementing regulations.

A district must prominently display its Title IX nondiscrimination policies (this policy 2:260, *Uniform Grievance Procedure*, and policy 2:265, *Title IX Grievance Procedure*) and contact information for its Title IX Coordinator on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator," insert a hard return to create a new paragraph, and insert "The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.

Best practice is that throughout the 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.

²⁶ The board may include the following option 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, Title IX Coordinator, and Complaint Managers on an annual basis."

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. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh/.

Nondiscrimination Coordinator:

Title IX Coordinator:

Name

Name

Address

Address

Email

Email

Telephone

Telephone

Complaint Managers:

Name

Name

Address

Address

Email

Email

Telephone

Telephone

- LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
 20 U.S.C. §1232g, Family Education Rights Privacy Act.
 20 U.S.C. §1400, The Individuals with Disabilities Education Act.
 20 U.S.C. §1681 et seq., Title IX of the Education Amendments; 34 C.F.R. Part 106.
 29 U.S.C. §206(d), Equal Pay Act.
 29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
 29 U.S.C. §791 et seq., Rehabilitation Act of 1973.
 29 U.S.C. §2612, Family and Medical Leave Act.
 42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.
 42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964.
 42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act.
 42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
 42 U.S.C. §12101 et seq., Americans With Disabilities Act; 28 C.F.R. Part 35.
 105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69,
 5/10-20.75, 5/10-22.5, 5/22-19, 5/22-95 (final citation pending), 5/24-4, 5/27-1,
 5/27-23.7, and 45/1-15.
 5 ILCS 415/10(a)(2), Government Severance Pay Act.
 5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.
 410 ILCS 513/, Ill. Genetic Information Privacy Act.
 740 ILCS 174/, Whistleblower Act.
 740 ILCS 175/, Ill. False Claims Act.
 775 ILCS 5/, Ill. Human Rights Act.
 820 ILCS 70/, Employee Credit Privacy Act.
 820 ILCS 112/, Equal Pay Act of 2003.
 820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part
 280.
 23 Ill.Admin.Code §§1.240, 200.40, 226.50, and 226.570.
- CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270
 (Discrimination and Harassment on the Basis of Race, Color, and National Origin
 Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment),
 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90
 (Abused and Neglected Child Reporting), 6:120 (Education of Children with
 Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs),
 6:260 (Complaints About Curriculum, Instructional Materials, and Programs),
 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights),
 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to
 Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence
 Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 7:315
 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals
 with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and
 Concerns)

School Board

Title IX Grievance Procedure¹

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:²

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;³ or

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

¹ Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681 *et seq.*) requires this subject matter be covered by policy and controls this policy's content. This policy contains items 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. Employee grievance procedures are a mandatory subject of bargaining and cannot be changed without the employee exclusive representative's consent. This policy and its companion policy 2:260, *Uniform Grievance Procedure*, are in addition to, and not a substitute for, the employee grievance procedure contained in a collective bargaining agreement.

For the sake of consistency and ease of administration, this policy addresses only Title IX sexual harassment grievances, except those contained in collective bargaining agreements. See the cross references for the policies referring to this Title IX sexual harassment grievance procedure policy.

A district must have at least one policy explicitly stating it does not discriminate on the basis of sex in its education programs or activities under Title IX and its implementation regulations (34 C.F.R. Part 106). 34 C.F.R. §106.8(b)(1). Title IX jurisdiction is geographically limited to discrimination against a person in the United States. 34 C.F.R. §106.8(d). While all complaints of sexual harassment may not constitute sexual harassment under Title IX, Title IX's reach is broad because an alleged complainant or alleged respondent may be *anyone* in the District's educational program or activity in the United States – including applicants for employment, students, parents/guardians, any employee, and third parties.

² 34 C.F.R. §106.30. The definition of *sexual harassment* in the policy and in Title IX includes *unwelcome* conduct. *Id.* However, case law does not always distinguish between *welcome* and *unwelcome* conduct. See *Mary M. v. North Lawrence Community Sch. Corp.*, 131 F.3d 1220 (7th Cir. 1997) (8th grade student did not need to show that a school employee's sexual advances were *unwelcome* in order to prove sexual harassment).

³ 34 C.F.R. §106.30. This behavior is commonly called *quid pro quo* sexual harassment. See 85 Fed. Reg. 30036, f/n 94. By using the term *individual*, Title IX regulations do not limit *quid pro quo* sexual harassment to situations where the provision of an aid, benefit or service by an employee is conditioned on a current *student's* participation in unwelcome sexual conduct. By way of example, *quid pro quo* Title IX sexual harassment involving an employee and an individual other than a current student may be implicated when: an employee tells a former student she can only get a letter of recommendation if she participates in unwelcome sexual conduct; an employee selects a volunteer for a coveted field trip chaperone position if he participates in unwelcome sexual conduct; or a supervisory employee subjects a subordinate employee to unwelcome sexual conduct in exchange for a promotion.

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36). ⁴

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

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment. ⁵

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs. ⁶

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator⁷ alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation. ⁸

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment. ⁹

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed. ¹⁰

Title IX Sexual Harassment Prevention and Response

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

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and

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⁴ See sample exhibit 2:265-E, *Title IX Glossary of Terms*, for these definitions and other definitions of italicized terms in this policy. Title IX regulations at 34 C.F.R. §106.30 contain pinpoint citations to the Violence Against Women Act (VAWA) (34 U.S.C. §12291 *et seq.*) for the definitions of *dating violence*, *domestic violence*, and *stalking*. VAWA was reauthorized in 2022 and the citations changed; however, 34 C.F.R. §106.30 has not been updated. This policy uses the updated VAWA citations.

⁵ 34 C.F.R. §106.30.

⁶ 34 C.F.R. §106.44(a).

⁷ See f/n 17 in sample policy 2:260, *Uniform Grievance Procedure*.

⁸ 34 C.F.R. §106.30.

⁹ *Id.*

¹⁰ *Id.* See sample administrative procedure 2:265-AP1, *Title IX Response*, for further discussion of supportive measures.

prevention programs in grades pre-K through 12,¹¹ and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12.¹² This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.

2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. ¹³
3. Notifies applicants for employment,¹⁴ students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons. ¹⁵

Making a Report

A person who wishes to make a report under this Title IX grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking. ¹⁶

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

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

¹¹ Required by 105 ILCS 110/3 and 105 ILCS 5/10-23.13 (*Erin's Law*).

¹² Required by Id. at 110/3.

¹³ 105 ILCS 110/3. Detailed training requirements exist for Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. 34 C.F.R. §106.45(b)(1)(iii). Title IX rules "[leave districts] discretion to determine the kind of training to other employees that will best enable the [district], and its Title IX Coordinator, to meet Title IX obligations." 85 Fed. Reg. 30114. Many attorneys agree the best practice is to train all district staff about the definition of sexual harassment, the scope of the district's education program or activity, all relevant district policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX coordinator. See sample administrative procedure 2:265-AP1, *Title IX Response*.

¹⁴ If your district is covered by Subpart C of Title IX, which "applies only to institutions of vocational education, professional education, graduate higher education, and public institutions of undergraduate higher education," amend this to state "applicants for admission or employment." 34 C.F.R. §106.15(d).

¹⁵ 34 C.F.R. §106.8. See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.

¹⁶ Using "or any employee with whom the Complainant is comfortable speaking" ensures Title IX compliance because Title IX deems "any employee" of an elementary or secondary school who has notice of sexual harassment or allegations of sexual harassment to have *actual knowledge*. Therefore, a report to any employee triggers a district's duty to respond. 34 C.F.R. §106.30. This policy contains an item upon which collective bargaining may be required. Any policy that impacts 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.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator. ¹⁷

Title IX Coordinator:

Name

Address

Email

Telephone

Processing and Reviewing a Report

Upon receipt of a report made under this Title IX grievance procedure, the Title IX Coordinator and/or designee will promptly contact the Complainant to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the Complainant of the availability of supportive measures with or without the filing of a Formal Title IX Sexual Harassment Complaint, and (4) explain to the Complainant the process for filing a Formal Title IX Sexual Harassment Complaint. ¹⁸

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it.¹⁹ For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*;²⁰ 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action.

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

¹⁷ Title IX regulations require districts to designate and authorize an employee to coordinate its efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number. *Id.* If a district has more than one Title IX Coordinator, it should designate one of its Title IX Coordinators to retain ultimate oversight to ensure the district's consistent compliance with its responsibilities under Title IX and its implementing regulations. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. See sample policy 2:260, *Uniform Grievance Procedure*.

The Title IX Coordinator with ultimate oversight should be listed in this policy. While the name and contact information is required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the name and contact information when necessary. It is important for updated name and contact information to be inserted into this policy and regularly monitored.

¹⁸ Required by 34 C.F.R. §106.44(a) and (b) regardless of whether a formal Title IX sexual harassment complaint is filed.

¹⁹ See sample exhibit 2:265-E, *Title IX Glossary of Terms*, for a discussion of Title IX sexual harassment and non-Title IX sexual harassment. Consult the board attorney for further guidance.

²⁰ See sample administrative procedure 5:120-AP2, *Employee Conduct Standards*.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a Formal Title IX Sexual Harassment Complaint is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation. ²¹

The Superintendent or designee shall implement procedures to ensure that all Formal Title IX Sexual Harassment Complaints are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45.²² The District's grievance process shall, at a minimum: ²³

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially. ²⁴
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

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

²¹ This policy gives Title IX coordinators the flexibility to appoint another qualified individual to conduct an investigation. This may be appropriate when the neutrality or efficacy of the Title IX coordinator is an issue, and/or where the district wishes to have the expertise that an in-house or outside attorney may afford to an investigation. Alternative appointments are often made in consultation with the superintendent or other district-level administrator (except in cases involving complaints about those individuals) and the board attorney. If a complaint involves the superintendent or other district-level administrator, alternative appointments are often made in consultation with the board and the board attorney.

²² 34 C.F.R. §106.45(b). See sample administrative procedures 2:265-AP1, *Title IX Response*, and 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

²³ 34 C.F.R. §106.45(b)(1) lists the basic requirements for a grievance process.

²⁴ Aside from the general training requirements of 34 C.F.R. §106.45(b)(1)(iii), the DOE gives districts flexibility to determine certain training practices or techniques to best meet training requirements based upon their unique local conditions and resources within their educational community. 85 Fed. Reg. 30120. See also 85 Fed. Reg. 30084 (declining to specify that training of Title IX personnel must include implicit bias training, so long as training provides instruction on how to serve impartially and avoid prejudgment of the facts at issue, conflicts of interest, and bias, and that training materials avoid sex stereotypes).

5. Require that any individual designated by the District as a decision-maker receive training²⁵ on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard.²⁶
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.²⁷

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with

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²⁵ While live hearings are only required for postsecondary institutions, elementary and secondary schools may choose to offer them as part of their grievance process. **Consult the board attorney if the board wants the district to use a live hearing in its grievance process.**

If using a live hearing during the grievance process, amend #5 by inserting the following underscored text: “Require that any individual designated by the District as a decision-maker receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.”

²⁶ 34 C.F.R. §106.45(b)(1)(vii) requires the Title IX sexual harassment grievance process to state the standard of proof it will use to determine responsibility of the respondent. The standard of proof selected must be applied “consistently to formal complaints alleging Title IX sexual harassment regardless of whether the respondent is a student or an employee.” 85 Fed. Reg. 30373. This sample policy uses the *preponderance of evidence* standard of proof, not the *clear and convincing evidence* standard of proof. *Preponderance of evidence* is a standard of proof used in civil cases. It means “the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force.” See *Black's Law Dictionary*, 11th ed. 2019. *Preponderance of evidence* is the standard of proof used in sample policy 2:260, *Uniform Grievance Procedure*. *Clear and convincing* is a higher standard of proof, requiring more than *preponderance of evidence* but less than proof beyond a reasonable doubt. It means “evidence indicating that the thing to be proved is highly probable or reasonably certain.” See *Black's Law Dictionary*, 11th ed. 2019. **Consult the board attorney regarding the appropriate standard of proof for the district, as well as implications if a different standard of proof is used in this policy than in 2:260, *Uniform Grievance Procedure*.** For boards that choose the *clear and convincing evidence* standard of proof, delete “*preponderance of*” and insert “*clear and convincing*.” Ensure the same standard of proof is used in 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

²⁷ Examples of legally recognized privileges include attorney-client privilege, doctor-patient privilege, and spousal privilege. See 85 Fed. Reg. 30277.

student behavior policies.²⁸ Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.²⁹

Retaliation Prohibited³⁰

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.³¹

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

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

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

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

²⁸ See sample policies 7:190, *Student Behavior*, and 7:230, *Misconduct by Students with Disabilities*. See also sample policies 7:200, *Suspension Procedures*, and 7:210, *Expulsion Procedures*, for due process requirements when student suspension or expulsion is recommended following a determination of responsibility for Title IX sexual harassment.

²⁹ Examples of rights the district or parties may exercise ancillary to this Title IX grievance procedure include, but are not limited to: disciplinary processes for suspensions and expulsions of students under 105 ILCS 5/10-22.6; tenured teacher dismissal proceedings under 105 ILCS 5/24-12; any other pre-termination process required by an applicable collective bargaining agreement, employment policy or procedure, or employment contract; and student appeal of a sex equity grievance decision under 23 Ill. Admin. Code §200.40 (see sample policy 7:10, *Equal Educational Opportunities*).

³⁰ 34 C.F.R. §106.71.

³¹ Retaliation complaints must be processed under sample policy 2:260, *Uniform Grievance Procedure*, because they are covered under the district's grievance procedure for resolving non-sexual harassment Title IX complaints. See 34 C.F.R. §106.8(c). Title IX sexual harassment regulations state that "[c]omplaints alleging retaliation may be filed according to the grievance procedures for sex discrimination required to be adopted under §106.8(c)." 34 C.F.R. §106.71.

Operational Services

Identity Protection ¹

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: ²

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

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

¹ **Consult the board attorney before adoption of this policy.** Districts may choose to provide or implement more protections than the statutory requirements outlined in this sample policy. While the laws that apply to this policy govern current management of sensitive information, best practices may outpace the law's ability to keep up. See also f/n 19 to sample policy 2:250, *Access to District Public Records*, detailing the preservation requirements of the Local Records Act (50 ILCS 205/3), the Family Educational Rights and Privacy Act (20 U.S.C. §1232g), and the Ill. School Student Records Act (105 ILCS 10/), and litigation holds or document preservation requirements pursuant to Federal Rules of Civil Procedure (Rules 16 and 26).

The Identity Protection Act (IPA) (5 ILCS 179/) requires that this subject matter be covered in policy and controls its content. 5 ILCS 179/35. The Act places greater limits on the use of social security numbers (SSNs) than federal law. The IPA defines *identity-protection policy* as "any policy created to protect social security numbers from unauthorized disclosure." (*Social security number* is not capitalized in the IPA). 5 ILCS 179/5. Much of a district's collection, storage, use, and disclosure of SSNs applies to employee records only. But limited exceptions may exist where a school district may need to ask students or their parents/guardians to provide SSNs, and any collection and retention of students' SSNs must also be in accordance with this policy.

Another State law, the Personal Information Protection Act (PIPA) (815 ILCS 530/) requires *data collectors of personal information* to provide certain notice to Illinois residents, and in certain cases, the Ill. Attorney General, when the collector's system data is breached. 815 ILCS 530/10. Under PIPA, *data collector* is broadly defined to include government agencies and any entities that deal with nonpublic *personal information*. *Personal information* is defined as: (1) an individual's first name or first initial combined with an SSN, driver's license number or State identification card number, financial account information (including without limitation, credit or debit card numbers), medical or health insurance information or biometric data; or (2) a username or email address in combination with a password or security question and answer that would permit access to an online account. *Id.* at 530/5. Depending on whether the *data collector* owns or merely maintains or stores the information, additional notification requirements will also apply. Finally, PIPA requires *units of local governments* to dispose of personal information so that it may not be read or reconstructed. *Id.* at 530/40. It is unclear whether Section 530/40 applies to school districts because PIPA does not specifically identify school districts as *units of local governments* (Ill. Constitution Article VII, Sec. 1). However, the Ill. State Board of Education (ISBE) considers PIPA to apply to the handling of personally identifiable information under grant awards. See the ISBE *Checklist for Protection of Personally Identifiable Information Review*, referenced in f/n 9, below. **Consult the board attorney for advice on the applicability of PIPA's various mandates to your district.** See f/n 4, below for more information about options to include PIPA requirements in this sample policy.

The U.S. Cybersecurity & Infrastructure Security Agency (CISA) recommends that K-12 districts have an *incident response plan* (IRP) that details what a district needs to do before, during, and after an actual or potential security incident. See www.cisa.gov/online-toolkit-partnering-safeguard-k-12-organizations-cybersecurity-threats. In the case of a data breach, it is critical for a district to have an IRP in place that is customized to local conditions and to practice the plan. Having an IRP may also be required for cyber liability insurance coverage. For resources and templates, see

<https://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-61r2.pdf>,
www.ltcillinois.org/resources/k12-incident-response-plan-template-security-studio,
<https://studentprivacy.ed.gov/resources/data-breach-scenario-trainings>, and www.k12six.org/essentials-series.

² The list of goals is optional; it may be deleted, augmented, or otherwise amended.

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: ^{3 4}

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
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

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³ The IPA requires items #1-4 to be covered in a policy. 5 ILCS 179/35(a).

⁴ For boards that want to include PIPA mandates in this Policy, insert the following option after the IPA items #1-4, or if the board includes items #5 and #6 (discussed in f/n 6, below), after items #1-6, and add "815 ILCS 530/, Personal Information Protection Act" to the Legal References:

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 and, if applicable, the owner of the information, as required by 815 ILCS 530/10 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. Notification to the Ill. Attorney General as required by 815 ILCS 530/10, if a single breach of the security system requires the District to notify more than 500 Illinois residents.
3. Cooperation with the owner of the information in matters relating to the breach, if applicable, as required by 815 ILCS 530/10.
4. 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.

⁵ See sample exhibit 4:15-E2, *Statement of Purpose for Collection of Social Security Numbers*.

⁶ Items #5 and #6 are not required to be in policy but districts are required to perform the described action(s). 5 ILCS 179/35(b). These compliance measures are covered in sample administrative procedure 4:15-AP1, *Protecting the Privacy of Social Security Numbers*.

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.⁷

No District employee shall collect, store, use, or disclose an individual's social security number unless specifically authorized by the Superintendent.⁸ This policy shall not be interpreted as a guarantee of the confidentiality of social security numbers and/or other personal information. The District will use best efforts to comply with this policy, but this policy should not be construed to convey any rights to protection of information not otherwise afforded by law.

Treatment of Personally Identifiable Information Under Grant Awards⁹

The Superintendent ensures that the District takes reasonable [cybersecurity and other](#) measures to safeguard [information including](#): (1) *protected personally identifiable information*,¹⁰ (2) other [types of](#) information that a federal ~~awarding~~-agency, pass-through [agency-entity](#), or State awarding agency designates as sensitive, such as *personally identifiable information* (PII)¹¹ and (3) information that the

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⁷ Optional. See f/n 6 above.

⁸ This sentence is optional. Its intent is to inform employees of the need to have proper authority before collecting, storing, using, or disclosing SSNs. A board may attach a sanction to the paragraph by adding the following option:

An employee who has substantially breached the confidentiality of social security numbers may be subject to disciplinary action or sanctions up to and including dismissal in accordance with District policy and procedures.

⁹ While the federal regulations on procurement standards in 2 C.F.R. Part 200 do not specifically require a written policy on the treatment of *personally identifiable information* (PII) under grant-funded programs, the Ill. State Board of Education's (ISBE's) *Checklist for Protection of Personally Identifiable Information Review* (ISBE Checklist), at www.isbe.net/Pages/Federal-and-State-Monitoring.aspx, requires an approved policy or policies related to the identification, handling, storage, access, disposal, and overall protection of PII as evidence of legal compliance with the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) and federal regulations. [At the time of PRESS Issue 118's publication \(Apr. 2025\), ISBE had not updated this Checklist with the 2024 revisions to the definitions of PII and protected personally identifiable information \(Protected PII\) at 2 C.F.R. §200.1.](#) The ISBE Checklist is specific to PII handled by districts in connection with their administration of grants. The uniform federal rules on procurement standards in 2 C.F.R. Part 200 apply to eligible State grants through the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/). This sample policy and accompanying sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*, are designed to help districts meet the standard set forth in 2 C.F.R. §200.303(e) and the documentation items on the ISBE Checklist.

¹⁰ [Protected personally identifiable information \(Protected PII\)](#) means ~~an individual's first name or first initial and last name in combination with any one or more types~~ PII (see definition at f/n 11), ~~except for certain types of PII that must be disclosed by law. 2024 revisions to 2 C.F.R. Part 200 eliminated examples of Protected PII and instead only list examples of PII within the definition of Protected PII at 2 C.F.R. §200.1, which may indicate broadening of the definition of Protected PII. See 89 Fed. Reg. 79732. of information, including~~Before the 2024 revisions, examples of Protected PII contained in the [regulation included](#), but ~~were~~ not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal records, medical records, financial records, ~~and/or~~ educational transcripts. ~~Protected PII does not include personally identifiable information (PII) that is required by law to be disclosed.~~ 2 C.F.R. §200.1. [Consult the board attorney for guidance in this area.](#) See sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*. Protected PII is similar to, but broader than, the definition of *personal information* under PIPA.

¹¹ PII is a broader concept than Protected PII. Said another way, Protected PII is a subset of PII.

District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, *sensitive information*), when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act (30 ILCS 708/).

The Superintendent shall establish procedures for the identification, handling, storage, access, disposal and overall confidentiality of sensitive information.¹² The Superintendent shall ensure that employees and contractors responsible for the administration of a federal or State award for the District receive regular training in the safeguarding of sensitive information.¹³ Employees mishandling sensitive information are subject to discipline, up to and including dismissal.

LEGAL REF.: 2 C.F.R. §200.303(e).
5 ILCS 179/, Identity Protection Act.
30 ILCS 708/, Grant Accountability and Transparency Act.
50 ILCS 205/3, Local Records Act.
105 ILCS 10/, Illinois School Student Records Act.

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

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

In addition to 2 C.F.R. §200.303(e), depending upon the type of record being created or used in connection with a grant-funded program, multiple laws may govern the treatment of ~~personally identifiable information (PII)~~ under a grant, including the IPA (5 ILCS 179/), PIPA (815 ILCS 530/), Family Educational Rights and Privacy Act, (20 U.S.C. §1232g), Ill. School Student Records Act (105 ILCS 10/), Student Online Personal Protection Act, (105 ILCS 85/), Personnel Record Review Act (820 ILCS 40/), and Local Records Act (50 ILCS 205/3).

¹² See sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*.

¹³ The ISBE Checklist requires districts to maintain documentation of training of all employees/contractors on the handling of PII, including evidence of the date(s) of the training and attendance/completion of the training. See www.isbe.net/Pages/Federal-and-State-Monitoring.aspx. Because many individuals in a district can be involved in day-to-day administration of activities supported by a federal or State grant, best practice is to regularly train all employees on the safeguarding of such sensitive information, e.g., upon hire and then annually or semi-annually.

Operational Services

Accounting and Audits ¹

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

Annual Audit ²

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

Annual Financial Report ³

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

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¹ State or federal law controls this policy's content. A board policy or resolution is required concerning revolving funds and petty cash. 23 Ill.Admin.Code §100.70. This policy is intended to facilitate the board's fiscal oversight role. The last sentence of the first paragraph should be modified to align with local conditions. ~~The Requirements for Accounting, Budgeting, Financial Reporting, and Auditing at 23 Ill.Admin.Code Part 100 replaced 23 Ill.Admin.Code Part 110, Program Accounting Manual and 23 Ill.Admin.Code Part 125, Student Activity Funds and Convenience Accounts.~~

² Audit requirements are found in 105 ILCS 5/3-7 and 5/3-15.1, and 23 Ill.Admin.Code §100.110. The federal Single Audit Act adds audit requirements for federal programs. 31 U.S.C. §7501 *et seq.* Grant Accountability Transparency Act (GATA) (30 ILCS 708/) rules also require districts that receive federal pass-through and State-issued awards to have a financial statement audit conducted in accordance with 23 Ill.Admin.Code §100.110, regardless of the amount of award expenditures. 44 Ill.Admin.Code §7000.90(c)(3). See f/n 5, below, for additional information regarding GATA.

For districts in suburban Cook County, replace "Regional Superintendent of Schools" with "appropriate Intermediate Service Center Executive Director."

The following optional sentence establishes an audit committee: "The Board will annually establish an audit committee to help the Board select an external auditor, confer with the auditor regarding the audit's scope, and oversee the audit process."

Note: All board committees are subject to the Open Meetings Act (5 ILCS 120/).

The following optional sentence establishes a competitive process for selecting the external auditor; it prevents a long-term relationship with an auditor and reduces the possibility of audits being too routine or friendly: "The Board will annually advertise a request for proposals to perform the external audit." Substitute "periodically" for "annually" if desired.

³ Requirements for the annual financial report are found in 105 ILCS 5/2-3.27 and 5/3-15.1; 23 Ill.Admin.Code §100.100. The last sentence of this section should be modified to align with local conditions.

Inventories ⁴

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by 2 C.F.R. §200.313, if applicable.⁵ The Superintendent shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law.⁶

Capitalization Threshold ⁷

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of \$510,000 and have an estimated useful life greater than one year.

Disposition of District Property ⁸

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

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⁴ The content of inventory records is at the district's discretion, with the exception of supplies and equipment that are governed by 2 C.F.R. §200.313. See f/n 5, below.

⁵ 2 C.F.R. §200.313. The uniform federal rules that govern federal grant awards in 2 C.F.R. Part 200 apply to State-issued awards through the Grant Accountability Transparency Act (GATA) (30 ILCS 708/), unless exempted in whole or in part by the Governor's Office of Management of Budget. 30 ILCS 708/55. See www.isbe.net/gata for further information about the scope of GATA's application to federal awards and State-funded grant programs administered by the Ill. State Board of Education (ISBE). See sample administrative procedure 4:80-AP3, *Inventory Management for Federal and State Awards*. ISBE guidance is available at: www.isbe.net/Documents/fiscal_procedure_handbk.pdf and www.isbe.net/Pages/Federal-and-State-Monitoring.aspx.

⁶ *Id.* In connection with ISBE's grant monitoring function, ISBE published a *Checklist for Equipment and Inventory Review* which requires an approved policy (or procedure) related to the management of equipment at:

www.isbe.net/Pages/Federal-and-State-Monitoring.aspx. At the time of PRESS Issue 118's publication (Apr.2025), ISBE had not updated its Checklist to incorporate 2024 amendments made to 2 C.F.R. Part 200, including the increase in the capitalization threshold from \$5,000 to \$10,000.

⁷ Optional. 23 Ill.Admin.Code §100.60 requires school boards to adopt a capitalization threshold, which can be done through policy. The capitalization threshold is a dollar figure above which the cost of an item will be included on financial statements and depreciated. A minimum threshold of \$510,000, or a lesser amount established by the board, and useful life greater than one year complies with the definition of *equipment* under federal grant rules, 2 C.F.R. §§200.1 and 200.313(e).; ~~but may be adjusted, and/or Multiple thresholds can be established, for different categories of capital assets. *Id.* 2 C.F.R. §§200.1 and 200.313(e).~~ The Government Accounting Standards Board (GASB) Statement No. 34 at para. 115(e) states that a government should disclose its policy "for capitalizing assets and for estimating the useful lives of those assets." See GASB Statement 34 and Implementation Guide No. 2015-1 Guide to Implementation of GASB Statement 34 on Basic Financial Statements (p.28), both available at: www.gasb.org. District auditors may require or recommend a district have a more comprehensive capitalization policy and/or procedure. Such an accounting policy or procedure should be developed in consultation with the district's accounting professional(s) and tailored to reflect local conditions.

⁸ The requirements in this section are specified in 105 ILCS 5/5-22 (allowing property constructed or renovated by students as part of a curricular program to be sold through the services of a licensed real estate broker subject to certain requirements), 5/10-22.8 (sale of personal property); and 2 C.F.R. §200.313(e) and (f) for federal awards and State awards governed by GATA. See f/n 5, above, regarding grant award requirements. A board that desires to act on the disposition of property having *any* value should use the following alternative to this section's last sentence: "Notwithstanding the above, the Superintendent or designee may unilaterally dispose of worthless personal property."

The recipient (through either sale or donation) of any discarded school bus must immediately: (1) remove, cover, or conceal the "SCHOOL BUS" signs and any other insignia or words indicating the vehicle is a school bus; (2) render inoperable or remove entirely the stop signal arm and flashing signal system; and (3) paint the school bus a different color from those under 625 ILCS 5/12-801. 625 ILCS 5/12-806(b).

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

Taxable Fringe Benefits ⁹

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

Controls for Revolving Funds and Petty Cash ¹⁰

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds are limited to a maximum balance of \$1,000. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks ¹¹

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the School

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⁹ The intent of this optional section is twofold: (1) to control personal use of district property and equipment; and (2) to ensure compliance with IRS rules. As to the first point, allowing personal use of district property or equipment is arguably prohibited by the Ill. Constitution, Art. VIII, Sec. 1 which states: "Public funds, property or credit shall be used only for public purposes." As to the second point, any fringe benefit an employer provides is taxable and must be included in the recipient's pay unless the law specifically excludes it. See Publication 15-B (~~2025~~2019), *Employer's Tax Guide to Fringe Benefits*, at: www.irs.gov/pub/irs-pdf/p15b.pdf.

¹⁰ 105 ILCS 5/10-20.19(2); 23 Ill.Admin.Code §100.70. This paragraph's contents are mandatory, except for the \$1,000 cap on the maximum balance of revolving funds. The cap amount may be changed or the following alternative used: "Each revolving fund shall be maintained in a bank that has been approved by the Board and established in an amount approved by the Superintendent consistent with the annual budget."

The School Code defines petty cash as a type of revolving fund. *Id.* It and other revolving funds carry a standard balance and are regularly reimbursed to maintain the standard balance amount (generally referred to as an *imprest system* of financial accounting). In practice, petty cash is paid out of a *de minimis* cash amount maintained by a fund custodian. Disbursement from a revolving fund other than petty cash is typically made against an imprest checking account, by an authorized signor who is readily available in the district, e.g., a superintendent or building principal. The authorized signor manages the revolving fund and requests the board to reimburse the fund for expenses incurred to bring the imprest account back to its standard balance.

¹¹ This section is largely up to the local board's discretion; additional controls may be added. The following alternative to the second sentence will mandate two signatories for checks:

District must be signed by either the Treasurer or Board President, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

Internal Controls ¹²

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud,

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Two of the following individuals: the Treasurer, Board President, and/or Board Vice-President, shall sign all checks issued by the School District, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

See sample policy 4:90, *Student Activity and Fiduciary Funds*, for more information about a board's responsibilities for *student activity funds* and *fiduciary funds*. A board must comply with State law requirements concerning the use of facsimile or electronic signatures on checks. The Secretary of State, Index Department, maintains certified manual signatures of officers authorized to sign checks. Uniform Facsimile Signature of Public Officials Act, 30 ILCS 320/. Electronic records and signatures are governed by the Uniform Electronic Transactions Act. 815 ILCS 333/. Attorneys disagree about the applicability of these laws to school districts.

¹² This section is largely up to the local board's discretion. The annual audit must include a "review and testing of the internal control structure." 23 Ill.Admin.Code §100.110. This review's limited scope means that boards should not rely on it to reveal uncontrolled financial risks. The board's responsibility is to establish policy to safeguard the district's financial condition. Indeed, the oath of office includes this promise: "I shall respect taxpayer interests by serving as a faithful protector of the school district's assets." In this sample policy, the board sets the control objectives and the superintendent is responsible for developing an internal controls system. In addition, ISBE has issued guidance on internal controls pursuant to its administration of the Grant Accountability and Transparency Act (GATA), 30 ILCS 708/. See ISBE's *State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures*, at: www.isbe.net/Documents/fiscal_procedure_handbk.pdf, which states that "to establish a strong control environment, grantees must...[d]esign internal controls that are in compliance with guidance in *Standards for Internal Control in the Federal Government* issued by the Comptroller General of the United States" (a free resource, available at: www.gao.gov/assets/670/665712.pdf) or the *Internal Control Integrated Framework* issued by the Committee of Sponsoring Organizations of the Treadway Commission (a fee-based resource, available at: www.coso.org/guidance-on-ic). Boards that wish to take a larger oversight role regarding internal controls may list the numbered sentences in the IASB sample administrative procedure 4:80-AP1, *Checklist for Internal Controls*, as required inclusions in the superintendent's program for internal controls. This alternative, for insertion at the end of this section's first paragraph, follows:

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

1. All financial transactions must be properly authorized and documented.
2. Financial records and data must be accurate and complete.
3. Accounts payable must be accurate and punctual.
4. District assets must be protected from loss or misuse.
5. Incompatible duties should be segregated, if possible.
6. Accounting records must be periodically reconciled.
7. Equipment and supplies must be safeguarded.
8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
9. Any unnecessary weaknesses or financial risks must be promptly corrected.

waste, and abuse,¹³ as well as employee error, misrepresentation by third parties, or other imprudent employee action.

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

LEGAL REF.: 2 C.F.R. §200 et seq.
30 ILCS 708/, Grant Accountability and Transparency Act, implemented by 44 Ill.Admin.Code 7000 et seq.
105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8, and 5/17-1 et seq.
23 Ill.Admin.Code Part 100.

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

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¹³ Unless specifically exempted, grantees receiving funds from any State agency, including ISBE, must comply with GATA and annually complete a *Fiscal and Administrative Internal Controls Questionnaire* (ICQ). The ICQ covers a number of different topics related to internal controls. Districts that are identified as having one or more areas of elevated risk based on their answers to the ICQ, are required to develop and implement corrective action to address the area(s). Districts that fail to take necessary corrective action to address weak areas of internal control put their grant funding at risk. One of the sections of the ICQ may address a grantee's internal controls for fraud, waste, and abuse, including whether the grantee has a *fraud awareness program*. See sample administrative procedures 4:80-AP1, *Checklist for Internal Controls*, and 4:80-AP2, *Fraud, Waste, and Abuse Awareness Program*, which incorporate ISBE-recommended practices related to fraud, waste, and abuse.

Operational Services

Food Services ¹

Good nutrition shall be promoted in the District's meal programs and in other food and beverages that are sold to students during the school day. The Superintendent shall manage a food service program that complies with this policy and is in alignment with School Board policy 6:50, *School Wellness*.

Food or beverage items sold to students as part of a reimbursable meal under federal law must follow the nutrition standards specified in the U.S. Dept. of Agriculture rules that implement the National School Lunch and Child Nutrition Acts. Schools being reimbursed for meals under these laws are *participating schools*. ²

The food service program in participating schools shall comply with the nutrition standards specified in the U.S. Dept. of Agriculture's *Smart Snacks rules* when it offers competitive foods to students on the school campus during the school day. ³ *Competitive foods* are all food and beverages that are offered by any person, organization or entity for sale to students on the school campus during the school day that are not reimbursed under programs authorized by federal law. ⁴ The food service programs in participating schools shall also comply with any applicable mandates in the Illinois State Board of Education's School Food Service rules implementing these federal laws and the Ill. School Breakfast and Lunch Program Act. ⁵

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¹ State or federal law controls this policy's content. Districts that participate in programs under the National School Lunch Act and Child Nutrition Acts must establish policies and procedures as are necessary to ensure compliance with 7 C.F.R. §210.1(b).

The Ill. State Board of Education (ISBE) limits the sale of competitive food and beverages sold to students on the school campus of any school that participates in the School Breakfast Program or the National School Lunch Program. 23 Ill.Admin.Code §305.15(a).

This policy's first sentence provides an opportunity for a school board to consider goals for the food service program and, if appropriate, amend the sentence. For example, a board may want to address the role of parents, alignment with curriculum, or the purpose of vending machines.

Subject to funding by the General Assembly, 105 ILCS 5/2-3.204, added by P.A. 103-1076, requires ISBE to secure one or more statewide master contracts for Halal and Kosher meals so districts may purchase them. If ISBE secures a master contract, it must notify districts of prepackaged meal options available under the contract. Districts may then purchase the prepackaged meals under the master contract. Districts must establish procedures regarding ordering, preparing, and serving prepackaged meal options offered under a statewide contract. Id.

² 7 C.F.R. Parts 210 & 220.

³ Russell B. National School Lunch Act, 42 U.S.C. §1751 *et seq.*, as amended by the Healthy Hunger-Free Kids Act of 2010 (P.L. 111-296); 7 C.F.R. §210.11(c).

⁴ 7 C.F.R. §210.11(a)(2); 23 Ill. Admin. Code §305.5.

⁵ 105 ILCS 125/5.5, added by P.A. 102-761, requires districts that participate in the National School Lunch Program to provide a plant-based school lunch option that complies with federal nutritional standards to those students who submit a prior request to the district for the option. Districts may, but are not required to, incorporate a plant-based option into their planned menu as a means of compliance. See ISBE's *Dietary Accommodations* guidance, at: www.isbe.net/Documents/K-Accommodations.pdf.

All revenue from the sale of any food or beverages sold in competition with the School Breakfast Program or National School Lunch Program to students in food service areas during the meal period shall accrue to the nonprofit school lunch program account. ⁶

LEGAL REF.: 42 U.S.C. §1751 et seq., Russell B. National School Lunch Act.
42 U.S.C. §1771 et seq., Child Nutrition Act of 1966.
7 C.F.R. Parts 210 (National School Lunch Program) and 220 (School Breakfast Program).
105 ILCS 125/, School Breakfast and Lunch Program Act.
23 Ill.Admin.Code Part 305, School Food Service.

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:50 (School Wellness)

DRAFT

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⁶ This paragraph addresses the federal *requirements for competitive food* in 7 C.F.R. §210.11(b). This rule requires state agencies (ISBE) and/or [school districts] to “establish such policies and procedures as are necessary to ensure compliance with [the federal rules]. State agencies and/or [school districts] may impose additional restrictions on competitive foods....” ISBE’s implementing rule, 23 Ill.Admin.Code §305.15(d), imposes additional restrictions by requiring “the revenue from any food or beverage meeting the competitive food standards sold to students in food service areas during the meal period accrue to the nonprofit school lunch program account.”

General Personnel

Equal Employment Opportunity and Minority Recruitment ¹

DRAFT

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¹ Federal and State law (see the policy's Legal References) require that all districts have a policy on equal employment opportunities and control this policy's content. **This is a complex, confusing, and highly litigated area of the law; consult the board attorney for advice on the application of these laws to specific situations.**

The School District shall provide equal employment opportunities² to all persons regardless of their race;³ color; creed; religion;⁴ national origin; sex;⁵ sexual orientation;⁶ age;⁷ ancestry; marital status;⁸

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² *Equal employment opportunities* apply to virtually all terms and conditions of employment, e.g., discharge, hire, promotion, pay, demotion, and benefits (see the policy's Legal References). The Ill. Constitution protects the following categories from discrimination in employment: race, color, creed, national ancestry, sex, and handicap. Art. I, §§17, 18, and 19. The Ill. Human Rights Act (IHRA) protects the following categories from discrimination in employment, whether *actual* or *perceived*: race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, order of protection status, sexual orientation, pregnancy, reproductive health decisions, unfavorable discharge from military service, arrest record, conviction record (unless authorized by law), citizenship status, work authorization status. 775 ILCS 5/1-102(A), amended by P.A.s ~~102-233, and 103-785, eff. 1-1-25~~; 5/1-103, amended by P.A.s ~~102-419, and 102-1102 and 103-785, eff. 1-1-25~~; and 775 ILCS 5/2-103.1. The IHRA also prohibits employers from using artificial intelligence (AI) in a manner that subjects employees to unlawful discrimination, and it requires employers to provide notice to employees when it uses AI with respect to recruitment, hiring, promotion, renewal of employment, selection for training, discharge, discipline, tenure, or the terms, privileges, or conditions of employment. 775 ILCS 5/2-102(L), added by P.A. 103-804, eff. 1-1-26. ~~For resources on the use of AI in employment decisions, see www.eeoc.gov/ai.~~

The IHRA requires employers to annually disclose to the Ill. Dept. of Human Rights (IDHR) certain information about adverse judgments and administrative rulings where there was a finding of sexual harassment or unlawful discrimination under any federal, State, or local law, as well as data regarding settlement agreements, if requested by an IDHR investigator. 775 ILCS 5/2-108 (scheduled to be repealed on 1-1-30).

Title VII of the Civil Rights Act of 1964 ([Title VII](#)) prohibits discrimination because of an individual's race, color, religion, sex, or national origin. 42 U.S.C. §2000e *et seq.*, amended by The Lilly Ledbetter Fair Pay Act of 2009 (LLFPA), Pub.L. 111-2.

Under the Workplace Transparency Act (~~WTA~~) (820 ILCS 96/), employers may not, as a condition of employment or continued employment, prevent prospective or current employees from making truthful statements or disclosures about alleged unlawful employment practices, including discrimination. *Id.* at 96/1-25.

The LLFPA clarifies that a discriminatory compensation decision or other practice occurs each time an employee is paid or receives a last benefits check pursuant to the discriminatory compensation decision as opposed to only from the time when the discriminatory compensation decision or other practice occurred. The ~~Aet~~[LLFPA](#) has no legislative history available to define what the phrase *or other practice* might mean beyond a discriminatory compensation decision; however, in a guidance document, the U.S. Equal Employment Opportunity Commission (EEOC) states that practices "may include employer decisions about base pay or wages, job classifications, career ladder or other noncompetitive promotion denials, tenure denials, and failure to respond to requests for raises." See *Equal Pay Act of 1963 and Lilly Ledbetter Fair Pay Act of 2009* (2014), at: www.eeoc.gov/laws/guidance/equal-pay-act-1963-and-lilly-ledbetter-fair-pay-act-2009.

The Ill. Equal Pay Act of 2003 (EPA) offers additional protection by prohibiting the payment of wages to one sex less than the opposite sex or to an African-American less than a non-African-American *for the same or substantially similar work*. 820 ILCS 112/. The Ill. Dept. of Labor (IDOL) enforces the EPA. The EPA also prohibits employers from requesting or requiring applicants to disclose wage or salary history as a condition of being considered for employment or as a condition of employment. *Id.* at 112/10(b-5). If an applicant voluntarily offers such information without prompting, an employer still cannot use that information in making an offer or determining future pay. See sample administrative procedure 5:30-API, *Interview Questions*, for sample permissible inquiries on this topic. Employers may seek wage or salary history from an applicant's current or former employer if that information is a matter of public record under the Freedom of Information Act (FOIA); however, districts that wish to undertake such searches should exercise caution; the fact a district seeks out publicly available wage information could still be used against it in a pay discrimination claim. *Id.* at 112/10(b-10). Consult the board attorney for further guidance.

While not exhaustive, other laws protecting these and additional classifications are named in subsequent footnotes.

³ The IHRA defines race to include traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists. 775 ILCS 5/1-103(M-5), ~~added by P.A. 102-1102~~. The law allows employers to implement dress codes or adopt grooming policies that include restrictions on attire, clothing, or facial hair to maintain workplace safety or food sanitation. 775 ILCS 5/2-102(E-5). Title VII does not have a definition of race, but EEOC guidance provides that "[r]ace discrimination includes discrimination on the basis of ancestry or physical or cultural characteristics associated with a certain race, such as skin color, hair texture or styles, or certain facial features." See the EEOC's *Questions and Answers about Race and Color Discrimination in Employment*, at: www.eeoc.gov/laws/guidance/questions-and-answers-about-race-and-color-discrimination-employment.

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⁴ 775 ILCS 5/2-102 of the IHRA, ~~amended by P.A. 102-233~~, contains a *religious discrimination* subsection. It expressly prohibits employers from requiring a person to violate a sincerely held religious belief to obtain or retain employment unless, after engaging in a bona fide effort, the employer demonstrates that it is unable to reasonably accommodate the employee's or prospective employee's sincerely held religious belief, practice, or observance without undue hardship on the conduct of the employer's business. Religious beliefs include, but are not limited to: the wearing of any attire, clothing, or facial hair in accordance with the requirements of his/her religion. 775 ILCS 5/2-102(E-5). Employers may, however, enact a dress code or grooming policy that restricts attire, clothing, or facial hair to maintain workplace safety or food sanitation. *Id.*

Regarding accommodation of an employee's religious practice under [Title VII/EEOA](#), the U.S. Supreme Court held in the case *Groff v. DeJoy*, 600 U.S. 447 (2023), that *undue hardship* means a burden that is "substantial in the overall context of an employer's business", rather than a mere *de minimis* standard. *Id.* at 468. In addition to the IHRA and Title VII (also discussed in f/n 2), see 775 ILCS 35/, Religious Freedom Restoration Act.

⁵ Discrimination on the basis of sex under Title VII includes discrimination on the basis of sexual orientation or transgender status. *Bostock v. Clayton Cnty.*, 140 S.Ct. 1731 (2020); *Hively v. Ivy Tech*, 853 F.3d 339 (7th Cir. 2017). In addition to the IHRA and Title VII (discussed in f/n 2), see Title IX of the Education Amendments of 1972 (Title IX). 20 U.S.C. §1681 *et seq.*; 34 C.F.R. Part 106. See sample policy 2:265, *Title IX Grievance Procedure*. The federal Equal Pay Act prohibits an employer from paying persons of one sex less than the wage paid to persons of the opposite sex for equal work. 29 U.S.C. §206(d). See f/n 2 above for more information on State equal pay protections, including on the basis of sex. The LLFPA defines *date of underpayment* as each time wages are underpaid. Employees have one year from the time they become aware of the underpayment to file a complaint with the IDOL. 820 ILCS 112/15(b).

⁶ *Sexual orientation* means actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity; it does not include a physical or sexual attraction to a minor by an adult. 775 ILCS 5/1-103(O-1).

⁷ Age Discrimination in Employment Act (ADEA) (29 U.S.C. §621 *et seq.*), amended by LLFPA (see f/n 2). 29 C.F.R. Part 1625, amended the EEOC regulations under ADEA to reflect the U.S. Supreme Court's decision in *General Dynamic Systems, Inc. v. Cline*, 540 U.S. 581 (2004), holding the ADEA permits employers to favor older workers because of age. Thus, favoring an older person over a younger person is not unlawful discrimination, even when the younger person is at least 40 years old.

⁸ 105 ILCS 5/10-22.4 and 775 ILCS 5/1-103(Q). The term *marital status* means an individual's legal status of being married, single, separated, divorced, or widowed. 775 ILCS 5/1-103(J). This statutory definition does not encompass the identity of one's spouse. Thus, school districts may adopt no-spouse policies. *Boaden v. Dept. of Law Enforcement*, 171 Ill.2d 230 (Ill. 1996).

arrest record;⁹ military status; order of protection status;¹⁰ unfavorable military discharge;¹¹ citizenship status provided the individual is authorized to work in the United States;¹² work authorization status;¹³ use of lawful products while not at work;¹⁴ being a victim of domestic violence, sexual violence, gender

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⁹ Districts may not make employment decisions on the basis of arrest history, but may use job-disqualifying criminal convictions provided specific conditions are met. 775 ILCS 5/2-103 and 5/2-103.1. See f/n 21, below. The Job Opportunities for Qualified Applicants Act, 820 ILCS 75/15, prohibits an employer from asking about a criminal record until the employer determines that the applicant is qualified for the position; however, this does not apply when employers are required to exclude applicants with certain criminal convictions from employment. School employers should limit their requests for criminal convictions to *job-disqualifying* convictions, as permitted by the IHRA. 775 ILCS 5/2-103.1. See also the IDHR's guidance, *Conviction Record Protection – Frequently Asked Questions*, at: <https://dhr.illinois.gov/conviction-record-protection-frequently-asked-questions.html> and the EEOC's guidance, *Consideration of Arrest and Conviction Records in Employment Decisions* (2012), at: www.eeoc.gov/laws/guidance/arrest_conviction.cfm.

¹⁰ 775 ILCS 5/1-103(Q). The term *order of protection status* means a person protected under an order of protection issued pursuant to the Ill. Domestic Violence Act of 1986 (750 ILCS 60/), Article 112A of the Code of Criminal Procedure of 1963 (725 ILCS 5/112A-1.5), the Stalking No Contact Order Act (740 ILCS 21/), the Civil No Contact Order Act (740 ILCS 22/), or an order of protection issued by a court of another state. 775 ILCS 5/1-103(K-5).

¹¹ *Military status* means a person's status on active duty or in status as a veteran in the U.S. Armed Forces, veteran of any reserve component of U.S. Armed Forces, or current member or veteran of the Ill. Army National Guard or Ill. Air National Guard. 775 ILCS 5/1-103(J-1). *Unfavorable military discharge* does not include those characterized as RE-4 or *dishonorable*. 775 ILCS 5/1-103(P). The Uniformed Services Employment and Reemployment Rights Act of 1994 prohibits employers from discriminating or retaliating against any person for reasons related to past, present, or future service in a *uniformed service*. 38 U.S.C. §4301 *et seq.*

¹² 775 ILCS 5/1-102(C). According to the Immigration Reform and Control Act of 1986, all employers must verify that employees are either U.S. citizens or authorized to work in the U.S. 8 U.S.C. §1324(a) *et seq.*

¹³ 775 ILCS 5/2-102(A), ~~amended by P.A. 102-233~~. *Work authorization status* means the status of being a person born outside of the United States, and not a U.S. citizen, who is authorized by the federal government to work in the United States. 775 ILCS 5/2-101(L), ~~added by P.A. 102-233~~. Under the IHRA, it is a civil rights violation for an employer to refuse to honor a legal work authorization; however, employers are not required to sponsor any applicant or employee to obtain or modify work authorization status, unless required by federal law. 775 ILCS 5/2-102(G), ~~amended by P.A. 102-233~~; 775 ILCS 5/2-104(D), ~~added by P.A. 102-233~~.

¹⁴ The Right to Privacy in the Workplace Act prohibits discrimination based on use of lawful products, e.g., alcohol, cannabis, and tobacco, off premises during non-working hours. 820 ILCS 55/5.

violence, or any other crime of violence;¹⁵ genetic information;¹⁶ physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation;¹⁷ pregnancy, childbirth, or related medical conditions;¹⁸ reproductive health decisions;¹⁹ credit history, unless a satisfactory credit history is an established bona fide occupational

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¹⁵ 820 ILCS 180/30, ~~amended by P.A.s 102-487 and 102-890~~, Victims' Economic Security and Safety Act (VESSA). *Gender violence* means: (1) one or more acts of violence or aggression that are a criminal offense under State law committed, at least in part, on the basis of a person's actual or perceived sex or gender, (2) a physical intrusion or invasion of a sexual nature under coercive conditions that is a criminal offense under State law, or (3) a threat to commit one of these acts. 820 ILCS 180/10(12.5). In certain circumstances, an employer can be held liable for gender-related violence that occurs in the workplace if the employer failed to investigate complaints or failed to supervise, train, or monitor an employee who engaged in the violence. 740 ILCS 82/11, added by P.A. 103-202, Gender Violence Act. *Other crime of violence* under VESSA means conduct prohibited by 720 ILCS 5/9 (homicide), 720 ILCS 5/11 (sex offenses), 720 ILCS 5/12 (bodily harm), 720 ILCS 5/26.5 (harassing and obscene communications), 720 ILCS 5/29D (terrorism), and 720 ILCS 5/33A (armed violence), or similar provision of the Criminal Code of 1961. 820 ILCS 180/10(2.5), ~~added by P.A. 102-487~~.

An employer is prohibited from discriminating against any individual, e.g., an applicant for employment, because he or she "is an employee whose employer is subject to Section 21 of the Workplace Violence Prevention Act." The Workplace Violence Prevention Act allows an employer to seek a *workplace protection restraining order* when there is a credible threat of violence at the workplace. 820 ILCS 275/. The law requires the employer seeking a *workplace protection restraining order* to notify the employee who is a victim of *unlawful violence*. 820 ILCS 275/21.

¹⁶ Illinois' Genetic Information Privacy Act (GIPA) (410 ILCS 513/25) and Title II of Genetic Information Nondiscrimination Act (GINA) (42 U.S.C. §2000ff *et seq.*). Both laws protect job applicants and current and former employees from discrimination based on their genetic information. Note that GIPA provides greater protections to Illinois employees than Title II of GINA. GIPA prohibits employers from penalizing employees who do not disclose genetic information or do not choose to participate in a program requiring disclosure of the employee's genetic information. See f/n 12 in sample policy 2:260, *Uniform Grievance Procedure*, for the definition of genetic information and a detailed description of both statutes, including of Title I of GINA affecting the use of genetic information in health insurance. The EEOC vacated certain 2016 ADA and GINA wellness program regulations following an adverse court ruling. 83 Fed. Reg. 65296. Those rules provided guidance to employers on the extent to which they could use incentives (such as discounted health plan costs) to encourage employees to participate in wellness programs that asked for employee and family health information. Consult the board attorney for guidance regarding specific application of ADA and GINA and how they integrate with other related laws, e.g., the Family Medical Leave Act and other State laws governing time off for sickness and workers' compensation.

¹⁷ Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. §12101 *et seq.*), amended by the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) (Pub. L. 110-325) and modified by the LLFPA; Rehabilitation Act of 1973 (29 U.S.C. §701 *et seq.*).

¹⁸ 775 ILCS 5/2-102(I). Employers must provide reasonable accommodations to employees with conditions related to pregnancy, childbirth, or related conditions. 775 ILCS 5/2-102(J). Guidance from the IDHR is available at: <https://dhr.illinois.gov/publications/pregnancy-rights.html>. Employers are required to post a notice summarizing the right to be free from unlawful discrimination and the right to certain reasonable accommodations. 775 ILCS 5/2-102(K). The IDHR is required to prepare such a notice, retrievable from its website, which employers may use.

Federal law also prohibits employers from discriminating against employees and applicants on the basis of pregnancy, childbirth, or related medical conditions. 42 U.S.C. §2000e(k). Similar to the IHRA, the federal Pregnant Workers Fairness Act (PWFA) (42 U.S.C. §2000gg *et seq.*), added by Pub.L 117-328 and implemented by 29 C.F.R. Part 1636, requires employers to provide reasonable accommodations to an employee's known limitations related to pregnancy, childbirth, or related medical conditions, unless the accommodation will cause the employer an undue hardship. For further information about implementation of the PWFA, see the EEOC's *Summary of Key Provisions of EEOC's Final Rule to Implement the PWFA*, at: www.eeoc.gov/summary-key-provisions-eeocs-final-rule-implement-pregnant-workers-fairness-act-pwfa. Pregnant workers with pregnancy-related impairments may also have disabilities for which they may be entitled to reasonable accommodation under the ADA. Guidance from the EEOC is available at: www.eeoc.gov/pregnancy-discrimination. State law also prohibits the State, which includes school districts, from interfering with or discriminating against an individual's fundamental right to continue a pregnancy or to have an abortion. 775 ILCS 55/.

¹⁹ 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, ~~eff. 1-1-25~~. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. *Id.* at 5/1-103(O-2).

requirement of a particular position;²⁰ conviction record, unless authorized by law;²¹ family responsibilities;²² or other legally protected categories.^{23 24 25 26} No one will be penalized solely for

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²⁰ 820 ILCS 70/, Employee Credit Privacy Act. Unless a satisfactory credit history is an *established bona fide occupational requirement* of a particular position, an employer may not: (1) refuse to hire, discharge, or otherwise discriminate against an individual with respect to employment because of the individual's credit history or credit report; (2) inquire about an applicant's or employee's credit history; or (3) order or obtain an applicant's or employee's credit report from a consumer reporting agency. The Act identifies circumstances that permit a satisfactory credit history to be a job requirement, such as, the position's duties include custody of or unsupervised access to cash or marketable assets valued at \$2,500 or more. *Id.* at 70/10.

²¹ 775 ILCS 5/2-103.1(A). The IHRA prohibits an employer from *disqualifying* or taking other *adverse action* against an applicant or employee based on a *conviction record* unless: (1) otherwise authorized by law; (2) there is a *substantial relationship* between the criminal offense and the employment sought; or (3) granting the employment would involve an unreasonable risk to property or to the safety or welfare of specific individuals or the general public. *Id.* Disqualification or adverse action includes refusal to hire, segregation, and actions with respect to recruitment, hiring, promotion, renewal of employment, selection for training or apprenticeship, discharge, discipline, tenure or terms, privileges, or conditions of employment. *Id.* If a board wants to terminate or take other adverse action against a *current* district employee based in whole or in part on a conviction record, it still must comply with all applicable statutory, policy, and bargaining agreement provisions. Boards should consult the board attorney to ensure all legal obligations are met.

Districts that wish to disqualify or take other adverse action against an applicant or employee based on a conviction record must first engage them in an *interactive assessment*, providing the individual with the opportunity to submit evidence in mitigation or to dispute the accuracy of the conviction record. See sample policy 5:30, *Hiring Process and Criteria*, at f/n 5, and sample administrative procedure 5:30-AP2, *Investigations*, for more information.

²² 775 ILCS 5/2-102(A), amended by P.A. 103-797, ~~eff. 1-1-25~~, prohibits an employer from refusing to hire, segregating, harassing, or making other employment-related decisions on the basis of an employee's family responsibilities. *Family responsibilities* means an employee's actual or perceived provision of *personal care* to a *covered family member*, as those terms are defined in the Employee Sick Leave Act, 820 ILCS 191/5.

²³ Insert the following optional sentence (775 ILCS 5/1-103(A) and 29 U.S.C. §631):

Age, as used in this policy, means the age of a person who is at least 40 years old.

²⁴ Insert the following optional provision (29 U.S.C. §705(10)(A)-(B), (20)(C)(v), (20)(D) and 42 U.S.C. §12114):

Handicap and disability, as used in this policy, excludes persons:

1. Currently using illegal drugs;
2. Having a currently contagious disease or infection and who, by reason of such disease or infection, would constitute a direct threat to the health or safety of other individuals or who, by reason of the currently contagious disease or infection, are unable to perform the duties of the job; or
3. Whose current alcohol use prevents them from performing the job's duties or constitutes a direct threat to the property or safety of others.

Persons who have successfully completed or are participating in a drug rehabilitation program are considered *disabled*.

²⁵ Districts may not make residency in the district a condition of employment for teachers or educational support personnel. 105 ILCS 5/24-4.1, 5/10-23.5. This ban on residency requirements for teachers applies only to instructional personnel, and not, for example, to assistant principals. *Owen v. Kankakee Sch. Dist.*, 261 Ill.App.3d 298 (3rd Dist. 1994). Districts also may not ask an applicant, or the applicant's previous employer, whether the applicant ever received, or filed a claim for, benefits under the Workers' Compensation Act or Workers' Occupational Diseases Act. 820 ILCS 55/10(a). Districts are also prohibited from requiring, requesting, or coercing an employee or potential employee to provide a user-name and password or any password or other related account information to gain or demand access to his or her personal online account. 820 ILCS 55/10(b). While the law does not prohibit employers from viewing public information, consult the board attorney before engaging in this practice.

²⁶ School districts must accommodate employees who choose to continue breastfeeding after returning to work. See 740 ILCS 137/, Right to Breastfeed Act; 820 ILCS 260/, Nursing Mothers in the Workplace Act (NMWA); and 29 U.S.C. §218d, added by Pub.L. 117-328. At least one court has ruled an implied private right of action may exist under the NMWA. *Spriesch v. City of Chicago*, 2017 WL 4864913 (N.D.Ill. 2017). See sample language for a personnel handbook in sample administrative procedure 5:10-AP, *Workplace Accommodations for Nursing Mothers*.

his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/.²⁷

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.²⁸

Administrative Implementation

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

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²⁷ 410 ILCS 130/40; 77 Ill.Admin.Code Part 946. To legally use medical cannabis, an individual must first become a *registered qualifying patient*. Their use of cannabis, e.g., permissible locations, is governed by the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/. There are many situations in which no one, even a registered qualifying patient, may possess or use cannabis except as provided under *Ashley's Law* (105 ILCS 5/22-33), including in a school bus or on the grounds of any preschool, or primary or secondary school. 410 ILCS 130/30(a)(2) & (3). See sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*, at f/n 9 for further discussion.

²⁸ 775 ILCS 5/6-101, amended by P.A. 103-472. Discrimination on the basis of a request for or use of a reasonable accommodation is a civil rights violation under the IHRA. *Id.* Most discrimination laws prohibit retaliation against employees who oppose practices made unlawful by those laws, including, for example, Title VII, Title IX, ADA, ADEA, VESSA, the EPA, and the Ill. Whistleblower Act (IWA).

The IWA prohibits employers from retaliating against employees who disclose or threaten to disclose information to a government or law enforcement agency about an employer's activity, policy, or practice that the employee believes, in good faith: (1) violates a State or federal law, rule, or regulation, or (2) poses a substantial and specific danger to employees, public health, or safety. 740 ILCS 174/15(b), amended by P.A. 103-867, ~~eff. 1-1-25~~. See 740 ILCS 174/15, 20, 20.1, and 20.2, amended by P.A. 103-867, ~~eff. 1-1-25~~, for other specific categories of retaliation prohibited by the IWA.

The Ill. False Claims Act defines *State* to include school districts. 740 ILCS 175/2(a). Thus, boards may seek a penalty from a person for making a false claim for money or property. 740 ILCS 175/4. For information regarding the IWA and the tort of retaliatory discharge, see *Thomas v. Guardsmark*, 487 F.3d 531 (7th Cir. 2007)(discussing the elements of retaliatory discharge and IWA); *Sherman v. Kraft General Foods, Inc.*, 272 Ill.App.3d 833 (4th Dist. 1995)(finding employee who reported asbestos hazard had a cause of action for retaliatory discharge).

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. ²⁹

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers. ³⁰

Nondiscrimination Coordinator: ³¹

Title IX Coordinator:

Name

Name

Address

Address

Email

Email

Telephone

Telephone

Complaint Managers:

Name

Name

Address

Address

Email

Email

Telephone

Telephone

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

²⁹ Title IX regulations require districts to designate and authorize at least one employee to coordinate efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number. Id. See f/ns 24 and 25 in sample policy 2:260, *Uniform Grievance Procedure*. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. ~~The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator."~~ insert a hard return to create a new paragraph, and insert "The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.

³⁰ Title IX regulations require districts to designate and authorize at least one employee to coordinate their efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number. Id. See f/ns 22 and 23 in sample policy 2:260, *Uniform Grievance Procedure*.

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. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. 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.

³¹ 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.

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.³²

Minority Recruitment ³³

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

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³² In addition to notifying employees of the Uniform Grievance Procedure, a district must notify them of the person(s) designated to coordinate the district's compliance with Title IX and the Rehabilitation Act of 1973. 34 C.F.R. §§106.8(a), 104.8(a). ~~The Nondiscrimination Coordinator may be the same individual for both this policy and sample policy 7:10, *Equal Educational Opportunities*, as well as a Complaint Manager for sample policy 2:260, *Uniform Grievance Procedure*.~~ A comprehensive faculty handbook can provide required notices, along with other important information, to recipients. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and school board. Any *working conditions* contained in the handbook may be subject to mandatory collective bargaining.

³³ All districts must have a policy on minority recruitment. 105 ILCS 5/10-20.7a. Unlike minority recruitment efforts, affirmative action plans are subject to significant scrutiny because of the potential for reverse discrimination. The U.S. Constitution's guarantee of equal protection prohibits school districts from using racial hiring quotas without evidence of past discrimination. See 29 C.F.R. §1608.1 *et seq.* (EEOC's guidelines for affirmative action plans); Wygant v. Jackson Bd. of Ed., 476 U.S. 267 (1986) (The goal of remedying societal discrimination does not justify race-based layoffs.); City of Richmond v. J.A. Croson Co., 488 U.S. 469 (1989) (Minority contractor quota struck; quotas must be narrowly tailored to remedy past discrimination and the city failed to identify the need for remedial action and whether race-neutral alternatives existed.).

The IHRA states that it shall not be construed as requiring any employer to give preferential treatment or special rights based on sexual orientation or to implement affirmative action policies or programs based on sexual orientation. 775 ILCS 5/1-101.1.

LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
 20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
 29 U.S.C. §206(d), Equal Pay Act.
 29 U.S.C. §218d, Fair Labor Standards Act.
 29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
 29 U.S.C. §701 et seq., Rehabilitation Act of 1973.
 38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).
 42 U.S.C. §1981 et seq., Civil Rights Act of 1991.
 42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
 42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.
 42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.
 42 U.S.C. §2000gg et seq., Pregnant Workers Fairness Act; 29 C.F.R. Part 1636.
 42 U.S.C. §2000e(k), Pregnancy Discrimination Act.
 42 U.S.C. §12111 et seq., Americans with Disabilities Act, Title I.
 Ill. Constitution, Art. I, §§17, 18, and 19.
 105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.
 410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.
 410 ILCS 513/25, Genetic Information Privacy Act.
 740 ILCS 174/, Ill. Whistleblower Act.
 775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D) and 5/6-101, Ill. Human Rights Act.
 775 ILCS 35/, Religious Freedom Restoration Act.
 820 ILCS 55/10, Right to Privacy in the Workplace Act.
 820 ILCS 70/, Employee Credit Privacy Act.
 820 ILCS 75/, Job Opportunities for Qualified Applicants Act.
 820 ILCS 112/, Ill. Equal Pay Act of 2003.
 820 ILCS 180/30, Victims' Economic Security and Safety Act.
 820 ILCS 260/, Nursing Mothers in the Workplace Act.

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

General Personnel

Workplace Harassment Prohibited ¹

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

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¹ State or federal law controls this policy's content. Federal law requires districts to take action to prevent sexual harassment and to disseminate a policy regarding its prohibition of sex discrimination. 29 C.F.R. §1604.11(f); 34 C.F.R. §106.8(b). State law requires districts to establish a policy to prohibit sexual harassment. 5 ILCS 430/70-5(a). See f/n 4 below. Harassment based on a protected status is a form of discrimination that violates many State and federal laws (see the policy's Legal References).

Workplace harassment policies have typically focused on *sexual* harassment since it receives the most attention. However, the broad prohibitions against discrimination in State and federal civil rights laws will cover harassing conduct that is motivated by animus against any protected status. See Porter v. Erie Foods Int'l, Inc., 576 F.3d 629 (7th Cir. 2009) (recognizing a cause of action for race harassment). For a list of protected statuses, see sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. This policy prohibiting harassment has a separate section on sexual harassment because of the extensive statutory and case law regarding it.

Under the Ill. Human Rights Act (IHRA), harassment is unlawful if it has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. 775 ILCS 5/2-101(E-1). *Working environment* is not limited to a physical location to which an employee is assigned. *Id.* Harassment is unlawful on the basis of the specifically-listed categories in this policy whether that status is *actual* or *perceived*. *Id.*

An employer is liable under Title VII of the Civil Rights Act of 1964 (Title VII) for an employee's harassment of a co-worker if the employer was negligent with respect to the offensive behavior by, for example, failing to take remedial action when it knew or should have known about the harassment. 42 U.S.C. §2000e *et seq.* An employer is liable under the IHRA for harassment by its nonmanagerial and nonsupervisory employees if it becomes aware of the conduct and fails to take reasonable corrective measures. 775 ILCS 5/2-102(A). However, when the perpetrator is the victim's supervisor, the employer will be vicariously liable for the supervisor's actions. Lack of knowledge of a supervisor's misconduct is no defense. Burlington Indus. v. Ellerth, 524 U.S. 742 (1998); Faragher v. City of Boca Raton, 524 U.S. 775 (1998). A supervisor is someone who has the authority to demote, discharge, or take other negative job action against the victim. Vance v. Ball State Univ., 570 U.S. 421 (2013). Note that the IHRA (775 ILCS 5/2-102(D)) imposes strict liability on the employer when an employee has been sexually harassed by supervisory personnel regardless of whether the harasser has any authority over the complainant. Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009). Additionally, under the IHRA, an employer is liable for the harassment of *nonemployees* by nonmanagerial and nonsupervisory employees if it becomes aware of the conduct and fails to take reasonable corrective measures. 775 ILCS 5/2-102(A-10) and (D-5). Nonemployees are those who are directly performing services for an employer pursuant to a contract, such as contractors or consultants. *Id.*

Not all harassing conduct is unlawful discrimination, even if it is disruptive and hurtful. If a board wants to include language in this policy prohibiting employees from engaging in intimidating or offensive conduct that is *not* a civil rights violation, it should consult the board attorney.

For additional resources, see the EEOC's *Enforcement Guidance on Harassment in the Workplace* at: www.eeoc.gov/laws/guidance/enforcement-guidance-harassment-workplace and its accompanying summary at: www.eeoc.gov/summary-key-provisions-eeoc-enforcement-guidance-harassment-workplace.

abusive conduct on the basis of an individual's actual or perceived race², color, religion³, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, family responsibilities,⁴ reproductive health decisions,⁵ order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

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

Sexual Harassment Prohibited ⁶

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by

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² See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, at f/n 3, for information about the definition of race.

³ The IHRA contains a *religious discrimination* subsection. 775 ILCS 5/2-102(E-5). It expressly prohibits employers from requiring a person to violate a sincerely held religious belief to obtain or retain employment unless, after engaging in a bona fide effort, the employer demonstrates that it is unable to reasonably accommodate the employee's or prospective employee's sincerely held religious belief, practice, or observance without undue hardship on the conduct of the employer's business. See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, at f/n 4, for further discussion. Religious beliefs include, but are not limited to: the wearing of any attire, clothing, or facial hair in accordance with the requirements of his/her religion. *Id.* Employers may, however, enact a dress code or grooming policy that restricts attire, clothing, or facial hair to maintain workplace safety or food sanitation. *Id.*

⁴ 775 ILCS 5/2-101(E-1), amended by P.A. 103-797, ~~eff. 1-1-25~~. See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, at f/n 22, for additional information.

⁵ 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, ~~eff. 1-1-25~~. See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, at f/n 19, for additional information.

⁶ The IHRA (775 ILCS 5/2-102(D)) provides that sexual harassment is a civil rights violation:

For any employer, employee, agent of any employer, employment agency or labor organization to engage in sexual harassment; provided, that an employer shall be responsible for sexual harassment of the employer's employees by non-employees or non-managerial and non-supervisory employees only if the employer becomes aware of the conduct and fails to take reasonable corrective measures.

See sample policy 2:265, *Title IX Grievance Procedure*, for the definition of Title IX ~~sexual-based~~ harassment (20 U.S.C. §1681 ~~et seq.~~; ~~34 C.F.R. §106.2~~), and see f/n 3 of it for examples of employee ~~sexual-based~~ harassment that may violate Title IX. Title IX's reach is broad because an ~~alleged complainant or alleged respondent~~ may be ~~anyone who was participating or attempting to participate~~ in the district's educational program or activity ~~at the time of the alleged sex discrimination, and respondent means a person alleged to have violated the district's prohibition on sex discrimination.~~ ~~34 C.F.R. §106.2~~. This includes applicants for employment, students, parents/guardians, any employee, and third parties. Districts are liable for Title IX sexual harassment when ~~any~~ district employee has ~~information about conduct that may reasonably constitute sex discrimination~~ actual knowledge of sexual harassment or allegations of sexual harassment against anyone in the district (~~except when the only employee with knowledge is the perpetrator of the alleged sexual harassment~~). 34 C.F.R. §106.3044(e)(1).

State and federal law. The District provides annual sexual harassment prevention training in accordance with State law.⁷

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.⁸ Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Report or Complaint

Employees and *nonemployees*⁹ (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may

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The State Officials and Employees Ethics Act (SOEEA) (5 ILCS 430/70-5(a)) requires governmental entities (including school districts) to adopt an ordinance or resolution establishing a policy to prohibit sexual harassment. Unlike the powers granted by the Ill. General Assembly to municipalities to pass ordinances, school boards govern by rules referred to as *policies*. 105 ILCS 5/10-20.5. Further, school boards may only exercise powers given to them that are consistent with the School Code that may be requisite or proper for the maintenance, operation, and development of any school or schools under the jurisdiction of the board. 105 ILCS 5/10-20.

The policy must include, at a minimum: (1) a prohibition on sexual harassment; (2) details on how an individual can report an allegation of sexual harassment, including options for making a confidential report to a supervisor, ethics officer, Inspector General, or the Ill. Dept. of Human Rights (IDHR); (3) a prohibition on retaliation for reporting sexual harassment allegations, including availability of whistleblower protections under the SOEEA, the Whistleblower Act (740 ILCS 174/), and the IHRA (775 ILCS 5/); (4) the consequences: (a) of a violation of the prohibition on sexual harassment and (b) for knowingly making a false report; and (5) a mechanism for reporting and independent review of allegations of sexual harassment made against an elected official of the governmental unit by another elected official of a governmental unit. 5 ILCS 430/70-5(a). Sample policy 2:105, *Ethics and Gift Ban*, covers item (5) of this list.

⁷ 775 ILCS 5/2-109. ~~See sample policy 5:100, Staff Development Program.~~ Districts may use a free, online model program to be offered by the Ill. Dept. of Human Rights (IDHR), develop their own program, or utilize a combination of the two, as long as it includes the following, at a minimum: (1) an explanation of sexual harassment consistent with the IHRA, (2) examples of conduct that constitutes unlawful harassment, (3) a summary of relevant federal and State law concerning sexual harassment and remedies available to victims of sexual harassment, and (4) a summary of responsibilities of employers in the prevention, investigation, and corrective measures of sexual harassment. *Id.* at 5/2-109(B). For IDHR's online model program, see its *Model Sexual Harassment Prevention Training Program* page at: <https://www2.illinois.gov/dhr/Training/Pages/State-of-Illinois-Sexual-Harassment-Prevention-Training-Model.aspx>. Employers that fail to comply with this training requirement may face financial penalties. *Id.* Training on other types of workplace harassment is not required by law; however it is best practice.

⁸ This definition is from State and federal law. 775 ILCS 5/2-101(E) and 29 C.F.R. §1604.11. *Working environment* is not limited to a physical location to which an employee is assigned. 775 ILCS 5/2-101(E). The harassing conduct must be severe or pervasive so as to alter the conditions of the employee's work environment by creating a hostile or abusive situation. *Williams v. Waste Mgmt.*, 361 F.3d 1021 (7th Cir. 2004). The surrounding circumstances, expectations, and relationships will distinguish between teasing or rough-housing and conduct that a reasonable person would find severely hostile or abusive. In addition, while same-sex gender harassment claims are actionable, the victim must show that s/he suffered disadvantageous employment conditions to which members of the other sex were not exposed. *Oncale v. Sundowner Offshore Servs.*, 523 U.S. 75 (1998).

⁹ 775 ILCS 5/2-102(A-10) and (D-5). See also f/n 1, above, for discussion regarding nonemployees.

choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

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

Whom to Contact with a Report or Complaint ¹⁰

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, Title IX Coordinator, and/or a Complaint Manager. ¹¹

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

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator,¹² and Complaint Managers. ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~¹³

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

¹⁰ While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. 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.

¹¹ 5 ILCS 430/70-5(a) requires that a school board policy prohibiting sexual harassment include details for reporting an allegation of sexual harassment, including options for making a confidential report to a supervisor and an ethics officer. 5 ILCS 430/20-23 defines ethics officers as being designated by State agencies under the jurisdiction of the Executive Ethics Commission. School districts are not State agencies (5 ILCS 430/1-5) and do not have ethics officers; thus, this sample policy substitutes Complaint Manager for ethics officer. Note also that the IDHR has established a Sexual Harassment Hotline Call Center and website to help the public find resources and assistance for the filing of sexual harassment complaints. The hotline can be reached Monday through Friday with the exception of State holidays, between the hours of 8:30 a.m. and 5:00 p.m., at 1-877-236-7703. See <https://shdh.illinois.gov/>. All communications received by the IDHR are exempt from disclosure under the Freedom of Information Act (FOIA).

¹² Title IX regulations require districts to identify the Title IX Coordinator by name, office address, email address, and telephone number. For further discussion of the Title IX Coordinator, see f/n 174 in sample policy 2:265, *Title IX Grievance Procedure*. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator.

~~¹³ Title IX regulations require districts to designate and authorize at least one employee, referred to as the Title IX Coordinator, who is responsible for coordinating the district's compliance efforts identify the name, office address, email address, and telephone number of the person who is responsible for coordinating the district's compliance efforts. 34 C.F.R. §106.8(a). For further discussion of the Title IX Coordinator, see f/n 181 in sample policy 2:265, *Title IX Grievance Procedure*. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator.~~

~~The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator," and supplement the previous sentence to state "The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.~~

Nondiscrimination Coordinator:**Title IX Coordinator:**

Name

Name

Address

Address

Email

Email

Telephone

Telephone**Complaint Managers:**

Name

Name

Address

Address

Email

Email

Telephone

Telephone**Investigation Process**

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager.¹⁴ Any employee who fails to promptly forward a report or complaint may be disciplined, up to and including discharge.

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

For any report or complaint alleging ~~sexual-based~~ harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the ~~Nondiscrimination~~Title IX Coordinator or designee¹⁵ shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

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

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~~14 If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, supplement this sentence to state "Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager."~~

~~15 "Nondiscrimination Coordinator or designee" is used where Title IX is potentially implicated. In contrast, if Title IX is likely not implicated then "Nondiscrimination Coordinator or a Complaint Manager or designee" is used (see next paragraph in policy text). If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, delete "Nondiscrimination" and insert "Title IX" in its place.~~

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*,¹⁶ should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel¹⁷

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

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

Enforcement¹⁸

A violation of this policy by an employee may result in discipline, up to and including discharge.¹⁹ A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee,

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¹⁶ See sample administrative procedure 5:120-AP2, *Employee Conduct Standards* and its exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*.

¹⁷ Required for districts located within a county served by an accredited Children's Advocacy Center (CAC). Delete this subhead if your school district is within a county not served by an accredited CAC. 105 ILCS 5/22-85 (governing the investigation of an *alleged incident of sexual abuse* of any child within any Illinois counties served by a CAC). For further discussion see f/n 14 in sample policy 5:90, *Abused and Neglected Child Reporting*.

¹⁸ See *Berry v. Delta Airlines*, 260 F.3d 803, 811 (7th Cir. 2001) ("If an employer takes reasonable steps to discover and rectify the harassment of its employees ... it has discharged its legal duty.")

In addition to violating other civil rights laws, a school district violates the *public accommodations* article in the IHRA if it fails to take corrective action to stop severe or pervasive harassment. 775 ILCS 5/5-102 and 5/5-102.2, amended by P.A. ~~102-1102~~ and 103-472.

¹⁹ 5 ILCS 430/70-5(a)(consequences of a violation of the prohibition on sexual harassment). When discharge is the penalty, examine 50 ILCS 205/3c. It requires a school district to post on its website and make available to news media specific information about severance agreements that it enters into because an employee or contractor was found to have engaged in sexual harassment or sexual discrimination, as defined by the IHRA or Title VII. *Id.* Additionally, under the Workplace Transparency Act (WTA), employers may not require confidentiality clauses in settlement or termination agreements involving alleged unlawful employment practices under federal or State civil rights laws, except under specific conditions. 820 ILCS 96/1-30.

Prior to the passage of 50 ILCS 205/3c and the WTA, members of the public could already access copies of severance agreements between school districts and their former employees under FOIA. The Ill. Atty. Gen. Public Access Counselor (PAC) directed a public body to release a settlement agreement that arose out of claims of sexual harassment. PAO 14-4. The PAC noted that the public body could not withhold the entire settlement agreement under 5 ILCS 140/7(1)(c), which exempts personal information that would constitute a clearly unwarranted invasion of privacy. Instead, it could redact personal information from the agreement, such as the complainants' names in order to protect their privacy. *Id.* However, data regarding settlement agreements involving allegations of sexual harassment or other unlawful discrimination that an employer must report to IDHR under 775 ILCS 5/2-108 is categorically exempt from FOIA. 5 ILCS 140/7.5(ss). See f/n 7 in sample policy 2:260, *Uniform Grievance Procedure*, for more discussion about reconciling 50 ILCS 205/3c with another new law, the Government Severance Pay Act (GSPA) (5 ILCS 415/10(a)(1)), which prohibits school district employees with contract provisions for severance pay to receive any severance pay if they are fired for *misconduct* by the board.

etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee that may be up to and including discharge. ²⁰

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and/or the Ill. Human Rights Act (775 ILCS 5/). ²¹

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

Recourse to State and Federal Fair Employment Practice Agencies ²²

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U.S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate handbooks. ²³

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

²⁰ 5 ILCS 430/70-5(a)(consequences for knowingly making a false report of sexual harassment).

²¹ Id. (prohibition on retaliation for reporting sexual harassment allegations, including availability of whistleblower protections under the SOEEA, the Whistleblower Act (740 ILCS 174/), and the IHRA (775 ILCS 5/)).

Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009) (holding the anti-retaliation provision in Title VII protects an employee who spoke out about harassment, not only on his or her own initiative, but also in answering questions during an employer's internal investigation).

²² 5 ILCS 430/70-5(a)(how an individual can report an allegation of sexual harassment, including options for making a confidential report to the Inspector General or the IDHR). This sample policy does not reference the Inspector General because the Inspector General does not have jurisdiction over public school districts. See 5 ILCS 430/20 (executive inspectors general), 5 ILCS 430/25 (legislative inspector general). School districts must also annually disclose to IDHR certain data about *adverse judgment or administrative rulings* made against them where there was a finding of sexual harassment or unlawful discrimination under federal, State, or local laws. 775 ILCS 5/2-108 (scheduled to be repealed on 1-1-30). See IDHR's *FAQ for Employers under Section 5/2-108*, at: <https://dhr.illinois.gov/legal/report-adverse-judgments-and-administrative-rulings.html>.

²³ A district must notify employees ~~and applicants for employment of its prohibition of sex discrimination, the grievance procedure and~~ the person(s) designated to coordinate the district's compliance with Title IX, ~~how to locate the district's nondiscrimination policy and grievance procedures, how to report information about conduct that may constitute sex discrimination, and how to make a complaint under Title IX.~~ 34 C.F.R. §106.8(e). A comprehensive ~~faculty/employee~~ handbook can provide required notices, along with other important information to recipients. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board. Any *working conditions* contained in the handbook may be subject to mandatory collective bargaining.

- LEGAL REF.: 42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. §1604.11.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.
775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2, Ill. Human Rights Act.
56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.
Vance v. Ball State Univ., 570 U.S. 421 (2013).
Crawford v. Metro. Gov’t of Nashville & Davidson Cnty., 555 U.S. 271 (2009).
Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).
Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).
Burlington Indus. v. Ellerth, 524 U.S. 742 (1998).
Faragher v. City of Boca Raton, 524 U.S. 775 (1998).
Harris v. Forklift Systems, 510 U.S. 17 (1993).
Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).
Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).
Porter v. Erie Foods Int, Inc., 576 F.3d 629 (7th Cir. 2009).
Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).
Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).
Sangamon Cnty. Sheriff’s Dept. v. Ill. Human Rights Com’n, 233 Ill.2d 125 (Ill. 2009).
- CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

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Informing nonemployees is generally not required by law. However, given the potential for employer liability under the IHRA for harassment of nonemployees, best practice is to publicize this policy to those individuals as well.

General Personnel

Expenses¹

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution.² Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the employee,³ (2) anyone's personal expenses,⁴ or (3) entertainment expenses.⁵ Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.⁶ The District is not responsible for losses due to an employee's own negligence, losses due to normal wear, or losses due to theft, unless the theft was a result of the District's

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¹ State law controls this policy's content. 105 ILCS 5/10-9, 5/10-10, and 5/22-1 (no compensation allowed, conflicts of interest prohibited); 105 ILCS 5/10-22.32 (expense advancements); 820 ILCS 115/9.5, ~~added by P.A. 100-1094~~ (regulation of employee expenditures under the Ill. Wage Payment and Collection Act)(WPCA); the Local Government Travel Expense Control Act (ECA) 50 ILCS 150/10 (regulation of travel expenses); and the Grant Accountability and Transparency Act (GATA), 30 ILCS 708/130 (regulation of travel expenses under grants). See f/n 13 of [sample](#) policy 2:125, *Board Member Compensation; Expenses*.

105 ILCS 5/10-22.32 states that "[t]he school board may advance to teachers and other certified employees the anticipated actual and necessary expenses incurred in attending meetings that are related to that employee's duties and will contribute to the professional development of that employee." This policy expands beyond those two categories (105 ILCS 5/10-20) of employees, and the limited purpose of attending meetings, to reimburse all employees for approved expenses necessary for the employee to perform his or her duties.

The WPCA, 820 ILCS 115/9.5, ~~added by P.A. 100-1094~~, defines *necessary expenditures* as all reasonable expenditures or losses required of the employee in the discharge of employment duties and that inure to the primary benefit of the employer.

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. If a local collective bargaining agreement contains a provision on expenses, consult the board attorney about how this policy may impact it.

² 50 ILCS 150/10. See f/ns 4 through 8 in [sample](#) policy 2:125, *Board Member Compensation; Expenses*, for more discussion.

For a sample resolution, see [sample exhibit](#) 2:125-E3, *Resolution to Regulate Expense Reimbursements*.

³ 105 ILCS 5/10-22.32. The final paragraph of this law prohibits money for expenses to be advanced or reimbursed to any person other than a board member or employee of the district.

⁴ Optional. *Personal expenses* are not defined in 50 ILCS 150/25 or 105 ILCS 5/10-22.32. Consult the board attorney about this term and delete it only at the direction of the board attorney. Excluding personal expenses from advancements, reimbursements, and purchase orders is a generally-accepted best practice. The practice also aligns well with the State's widely-accepted transparency movement. Reimbursing personal expenses is also a magnet for the media.

⁵ 50 ILCS 150/25.

⁶ [Id. at 150/5](#).

negligence.⁷ Employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense advancements, reimbursements, or purchase orders that show the following:⁸

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and title of the employee who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.⁹
3. The date(s) of the official business on which the expense advancement, reimbursement, or purchase order will be or was expended.¹⁰
4. The nature of the official business conducted when the expense advancement, reimbursement, or purchase order will be or was expended.¹¹

Advancements

The Superintendent may advance expenses to teachers and other licensed employees for the anticipated actual and necessary expenses to be incurred while attending meetings that are related to their duties and will contribute to their professional development,¹² provided they fall below the maximum allowed in the Board's expense regulations.¹³

Expense advancement requests must be submitted to the Superintendent or designee on the District's standardized estimated expense approval form for employees. After spending expense advancements, employees must use the District's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts.¹⁴ Any portion of an expense advancement not used must be

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⁷ Optional. 820 ILCS 115/9.5, added by P.A. 100-1094. The purpose of this sentence is to provide information to employees and the community about WPCA exclusions from reimbursable expenses.

⁸ 50 ILCS 150/20. The School Code uses the term voucher for expense advancements (105 ILCS 5/10-22.32); the ECA requires submission of itemized, signed, standardized forms. Both [sample exhibits 5:60-E1, Employee Expense Reimbursement Form](#), and [5:60-E2, Employee Estimated Expense Approval Form](#), incorporate voucher into the ECA's requirement to use standardized forms. See f/n 12 below, and see also f/n 20 of [sample](#) policy 2:125, *Board Member Compensation; Expenses*, for more discussion.

Additionally, while the WPCA (820 ILCS 115/9.5(a)) allows employees to submit a signed statement regarding any receipts when supporting documentation is nonexistent, missing, or lost, 820 ILCS 115/9.5(b) outlines that employers are not liable for expenditure amounts that exceed the specifications or guidelines the employer has established for necessary expenditures. The ECA requires districts to establish such specifications and guidelines. 50 ILCS 150/10 and 20 (regulation of travel expenses).

⁹ 50 ILCS 150/20(2) and (3). This sentence mirrors the statute. The term *offices* is not defined. Consult the board attorney about whether inserting *job titles* would be sufficient for this requirement.

¹⁰ *Id.* at (4).

¹¹ *Id.*

¹² 105 ILCS 5/10-22.32 authorizes advancements for the listed items. This statute addresses expense advancements for certain activities; its language pre-dates the ECA and is narrower than the ECA. This policy seeks to reconcile the differences by separating advancements into a separate subhead. See f/n 8 above, and see also f/n 20 of [sample](#) policy 2:125, *Board Member Compensation; Expenses*, for more discussion.

¹³ 50 ILCS 150/10 and 20. This phrase recognizes that while advancements are allowed in these situations, they should remain below the [maximum allowable reimbursement amount \(MARA\)](#) set by the board.

¹⁴ 50 ILCS 150/20.

returned to the District.¹⁵ Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

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

Expense reimbursements and purchase order approvals are not guaranteed and, when possible, employees should seek pre-approval of expenses¹⁶ by providing an estimation of expenses on the District's standardized estimated expense approval form for employees, except in situations when the expense is diminutive. When pre-approval is not sought, employees must seek reimbursement on the District's standardized expense reimbursement form for employees. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Use of Credit and Procurement Cards

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

Exceeding the Maximum Allowable Expense Amount(s)¹⁷

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

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.¹⁸

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¹⁵ This paragraph's provisions are required by 105 ILCS 5/10-22.32.

¹⁶ Optional. Consult the board attorney to determine whether a pre-approval process is appropriate for the district. Neither 105 ILCS 5/10-22.32 (expense advancements) nor 50 ILCS 150/ (expense reimbursements and estimates) address expense *pre-approvals*. 50 ILCS 150/20 states: "an *estimate* if expenses have not been incurred ..." or "a *receipt* ... if the expenses have already been incurred," suggesting no pre-approval is necessary. However, pre-approval is a best practice, and an employee who incurs expenses without pre-approval may run the risk that his or her expenses will not be approved. On the other hand, submitting estimated expenses for approval begs a pre-approval process, and some attorneys may read the law to require pre-approval of expenses. The pre-approval process also provides school officials with better information for financial planning.

Consult the board attorney to determine whether a pre-approval process is appropriate for the district. If it is required, ensure that [exhibit 2:125-E3, Resolution to Regulate Expense Reimbursements](#), reflects the district's specific pre-approval requirements. For an example of a standardized *estimated* expense form that could be used as a form of pre-approval, see [sample exhibit 5:60-E2, Employee Estimated Expense Approval Form](#). The form provides three methods for employees to submit estimated expenses: providing estimated expenses (50 ILCS 150/), expense advancements for the specific activities (105 ILCS 5/10-22.32), or a purchase order.

¹⁷ 50 ILCS 150/ does not define ~~maximum allowable reimbursement amount (MARA)~~. Consult the board attorney to assist with a conversation about how much authority the board wishes to delegate to the superintendent for purposes of setting the MARA. Topics for these conversations are listed in f/n 8 of [sample](#) policy 2:125, *Board Member Compensation; Expenses*.

¹⁸ 50 ILCS 150/10 and 15. See f/n 13 in [sample](#) policy 2:125, *Board Member Compensation; Expenses* for more discussion.

Registration ¹⁹

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

Travel

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

1. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed.²⁰ Copies of airline tickets and baggage receipts must be attached to the expense form.
2. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
3. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, ride sharing services, or other local transportation costs.

Meals

Meals charged to the District should represent mid-fare selections for the hotel/meeting facility or general area.²¹ Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.

Lodging

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

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¹⁹ Amend the language in subheads **Registration**, **Travel**, **Meals**, **Lodging**, and **Miscellaneous Expenses** to align with the MARA defined in the board's expense regulation resolution. See [sample exhibit 2:125-E3, Resolution to Regulate Expense Reimbursements](#), for a sample resolution.

See f/ns 4 and 8 in [sample](#) policy 2:125, *Board Member Compensation; Expenses*, for further discussion about the board's power to set the expense regulations by policy (105 ILCS 5/10-20) and clarify considerations and unanswered questions surrounding its statutorily-imposed duty to set a MARA (50 ILCS 150/10).

²⁰ Optional. This language reflects the standard for expenses permitted for federal awards. 41 C.F.R. §301-12.2. If the board does not reimburse baggage fees, delete this sentence and ~~and baggage receipts~~ from the next sentence.

²¹ Alternatively, a board could set a daily limit on meal costs, such as:

Employees will be reimbursed for meal costs and tips up to \$___ per day consistent with the maximum reimbursement amount(s) set by the Board.

But see also f/n 8 of [sample](#) policy 2:125, *Board Member Compensation; Expenses*, and ensure this amount is consistent with the MARA set by the board resolution.

Miscellaneous Expenses

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

Additional Requirements for Travel Expenses Charged to Federal and State Grants ²²

All grant-related travel expenses must be pre-approved by the Superintendent or designee. ²³

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

1. The participation of the employee is necessary to the award, and the costs are specifically related to the award. ²⁴
2. Expenses must be permissible under the terms and conditions of the award.
3. Expenses must be reasonable and consistent with this policy. ²⁵
4. The Board does not reimburse actual expenses or pay a per diem allowance unless the employee is on official *travel status* ²⁶ for more than 12 hours. ²⁷ However, employees remain eligible for

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²² 30 ILCS 708/130. Boards are required to follow this subhead when they use grant money to reimburse employee travel expenses charged to federal pass-through grants and State grants covered by GATA. This policy is designed to be used in conjunction with [sample administrative procedure 5:60-AP, Federal and State Grant Travel Expense Procedures](#), to achieve compliance.

GATA adopts the uniform federal guidance for State grants, including for travel costs. 2 C.F.R. §200.47~~54~~. Additionally, under GATA, boards may charge travel expenses to grants based on their own policy, provided the policy does not exceed federal travel regulations. 30 ILCS 708/130; 41 C.F.R. Chapters 300-304 (federal travel regulations). With regard to lodging, meals, and incidentals specifically, boards not only must keep costs at or below the federal standards, but they also cannot allow costs to exceed those normally allowed by the Governor's Travel Control Board (GTCB). 30 ILCS 708/130. The federal travel regulations and the rules of the GTCB are comprehensive. This policy addresses the most common areas of travel expenses and applies the strictest standard between the State and federal travel rules. To the extent this policy does not cover certain specific types of travel expenses, GATA provides that the GTCB Rules must be followed, provided they do not exceed federal travel regulations. The federal rules are ~~laid out in detail in a Q&A format~~ at: www.gsa.gov/policy-regulations/regulations/federal-travel-regulation ~~for~~. The GTCB Rules are at: www.ilga.gov/commission/jcar/admincode/080/08002800sections.html. Regardless of the federal and State rules, travel expenses must still comply with the MARA set by the Board, unless approved by the board in accordance with this policy.

In GATA and throughout the IASB Policy Reference Manual, the terms *award* and *grant* are used interchangeably. The federal regulations define and use the term *federal award* ~~or federal financial assistance~~ (2 C.F.R. §200.~~138~~), but awards/[federal financial assistance](#) are more commonly referred to as grants.

²³ Federal travel regulations state that requests for authorization for actual expense reimbursement should be made in advance of travel. 2 C.F.R. §301-11.302. [Sample exhibit 5:60-E2, Employee Estimated Expense Approval Form](#), can be used as a form for pre-approval.

²⁴ 2 C.F.R. §§200.47~~5(b)(1)4, 200.474(b)(1)~~.

²⁵ 2 C.F.R. §200.47~~54~~(b)(2).

²⁶ *Travel status* is not specifically defined in the federal travel regulations or in the GTCB rules, however, the Governor's Travel Council Regulation Rules, which apply to State employees and members of State boards, provide that an employee is on *travel status* while away on official business. Travel status begins when an employee leaves his or her work location or, if reporting directly to a destination, from the employee's residence or other location. It ends when an employee returns to his or her work location or, if reporting directly from the original destination, to the employee's residence or other location at the completion of the authorized travel. 80 Ill.Admin.Code §3000.140.

²⁷ 41 C.F.R. §301-11.1.

mileage reimbursement (minus regular commuting mileage/costs) and other transportation expenses if on travel status less than 12 hours.²⁸

5. Expenses may be charged based on an actual cost basis or on a per diem basis in lieu of actual costs incurred; however, only one method may be applied per trip.²⁹
6. Commercial airfare costs in excess of the least expensive coach or economy class are prohibited except when such accommodations would: (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Qualifying circumstances must be explained on the expense form, and Board approval of the additional expense is required.³⁰
7. Per diem rates and actual reimbursement amounts for mileage, meals, and lodging may not exceed the rates established by the Governor's Travel Control Board or federal travel regulations, whichever is less.³¹ These limits do not apply when: (1) an employee stays in the lowest-priced room available at or near a hotel where a conference or seminar is located or in accommodations arranged by the conference/seminar organization, or (2) lodging at or below the established rate is unavailable.³² In those cases, the employee will be reimbursed for actual lodging expenses with prior approval, but in no case will the reimbursement exceed 300% of the applicable maximum per diem rate.³³ If a conference fee includes a meal, the meal or per diem allowance will be reduced by the actual value of the meal or the applicable meal allowance, whichever is less.³⁴
8. Employees must use the least expensive compact car available when using a rental car for travel, unless an exception is approved.³⁵ The Board does not reimburse employees for collision damage waiver or theft insurance.³⁶
9. The Board will reimburse travel expenses not chargeable to an award from other District funds consistent with this policy.

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²⁸ 41 C.F.R. §301-10.300-10.310 are the federal regulations that address mileage reimbursement and related expenses.

²⁹ 2 C.F.R. §200.4754(a).

³⁰ 2 C.F.R. §200.4754(e).

³¹ To determine the lesser applicable amount, compare the State rates, available at: <https://cms.illinois.gov/employees/travel/travelreimbursement.html> with the federal per diem rates, available at: www2.illinois.gov/cms/employees/travel/pages/travelreimbursement.aspx, with the federal per diem rates, available at: www.gsa.gov/travel/plan-book/per-diem-rates.

³² 80 Ill.Admin.Code §2800.400; 41 C.F.R. §301-11.30.

³³ 41 C.F.R. §301-11.30. 300% is the maximum reimbursement amount permitted under federal travel expense regulations and may be adjusted down by the board. The board may not reimburse over the MARA even if the expense is under the 300% threshold, unless it meets the requirements of the ECA. See f/n 17, above. See [sample procedure 5:60-AP, Federal and State Award-Grant Travel Expense Procedures](#), for details on lodging requirements, including excessive lodging requests.

³⁴ 80 Ill.Admin.Code §2800.500.

³⁵ See 41 C.F.R. §301-10.450 for a list of authorized exceptions.

³⁶ 41 C.F.R. §301-10.451. Federal regulations generally prohibit reimbursement for collision damage waiver and theft insurance in part because the government has negotiated full insurance coverage into its agreements with rental companies. Similarly, the State has negotiated the cost of damage collision waivers into its preferred vendor agreement. Districts may wish to pursue similar arrangements for additional coverage. Employees will often have coverage for rental car damage through their own personal auto policies. The federal regulations permit employees on official business to be reimbursed for their out-of-pocket deductibles. Id.

LEGAL REF.: 2 C.F.R. §200.47⁵⁴.
30 ILCS 708/130, Grant Accountability and Transparency Act.
50 ILCS 150/, Local Government Travel Expense Control Act.
105 ILCS 5/10-22.32.
820 ILCS 115/9.5, Ill. Wage Payment and Collection Act.

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

DRAFT

General Personnel

Staff Development Program ¹

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

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

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*): ²

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

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¹ State or federal law controls this policy's content. A school board may set and enforce professional growth requirements. 105 ILCS 5/24-5. Failure to meet professional growth requirements is considered remediable. Morris v. Ill. State Bd. of Educ., 198 Ill.App.3d 51 (3rd Dist. 1990).

This policy contains items 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.

105 ILCS 5/2-3.62 requires the Ill. State Board of Education (ISBE) to establish a regional network of educational service centers to coordinate and combine existing services in a manner that is practical and efficient for schools. Their purposes are to provide, among other things, continuing education, in-service training, and staff development services to all local school districts in Illinois.

² 325 ILCS 5/4(j), ~~amended by P.A. 102-604~~; and 105 ILCS 5/10-23.13, ~~amended by P.A. 102-610, a/k/a (*Erin's Law*)~~. Sexual misconduct under *Faith's Law* is defined in 105 ILCS 5/22-85.5(c), ~~added by P.A. 102-676~~.

Mandated reporter training may be in-person or web-based and must include, at a minimum, information on the following topics: (1) indicators for recognizing child abuse and child neglect; (2) the process for reporting suspected child abuse and child neglect and the required documentation; (3) responding to a child in a trauma-informed manner; (4) understanding the response of child protective services and the role of the reporter after a call has been made; and (5) implicit bias. *Implicit bias* means the attitudes or internalized stereotypes that affect people's perceptions, actions, and decisions in an unconscious manner and that exist and often contribute to unequal treatment of people based on race, ethnicity, gender identity, sexual orientation, age, disability, and other characteristics. The implicit bias topic must include, at a minimum: (1) information on implicit bias; (2) information on racial and ethnic sensitivity; and (3) tools to adjust automatic patterns of thinking and ultimately eliminate discriminatory behaviors. 325 ILCS 5/4(j), ~~amended by P.A. 102-604~~. Districts must provide mandated reporter training through either the Ill. Dept. of Children and Family Services (DCFS), an entity authorized to provide continuing education through the Dept. of Financial and Professional Regulation, ISBE, the Ill. Law Enforcement Training Standards Board, the Ill. State Police, or an organization approved by DCFS to provide mandated reporter training. *Id.* *Child-serving organizations*, which are not defined in ANCRA, are "encouraged to provide in-person annual trainings." *Id.*

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on: ³

1. Health conditions of students,⁴ including but not limited to training on:
 - a. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
 - b. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
 - c. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
 - d. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
 - e. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and

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³ This list of in-service trainings is required by State law but only Nos. 4, 5(d), and 7 are required to be specified in board policy. ~~Beginning 7-1-24,~~ 105 ILCS 5/10-22.39, amended by P.A.s ~~103-41, 103-413,~~ 103-542, ~~and 103-603,~~ requires all teachers, administrators, and school support personnel to complete these trainings during an in-service training program conducted by their board or through other training opportunities, including institutes provided by regional superintendents and intermediate service center executive directors under 105 ILCS 5/3-11, amended by P.A.s 103-542 and 103-413. If teachers, administrators, or school support personnel obtain training outside of an in-service training program or from a previous school employer, they may present documentation showing current compliance to satisfy the requirement of receiving training within six months of first being employed. *Id.*

Different from the in-service training that school districts must provide to their staff, 105 ILCS 5/3-11, amended by P.A.s 103-542 and 103-413, contains requirements that the regional superintendents and intermediate service center executive directors must include during institutes for teachers, administrators, and school support personnel. Instruction on prevalent student chronic health conditions, as well as educator ethics and teacher-student conduct training, is also required. See also f/n's 4-12 below discussing the board's requirements in 105 ILCS 5/10-22.39.

Both 105 ILCS 5/3-11 and 5/10-22.39 use the phrase *teachers, administrators, and school support personnel*, but for brevity this material uses the phrase *all District staff*. While the language of this paragraph is not required to be in board policy, including it provides a way for boards to monitor that it is being done. It also provides an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject.

In-service training programs on the topics listed in 105 ILCS 5/10-22.39, amended by P.A.s ~~103-41, 103-413,~~ 103-542 ~~103-413,~~ and 103-603, ~~eff. 1-1-25,~~ shall be credited toward hours of professional development required for license renewal as outlined in 105 ILCS 5/21B-45(e). School support personnel may be exempt from in-service training if the training is not relevant to the work they do.

⁴ 105 ILCS 5/10-22.39(b-5), added by P.A. 103-542 and amended by P.A. 103-603, ~~eff. 1-1-25.~~ Nurses and school nurses, as defined by 105 ILCS 5/10-22.23 (school nurse), are exempt from training on health conditions of students. *Id.*

For No. 1(c), Consult the board attorney about whether:

1. All asthma action plans should require immediate 911 calls based upon *In re Estate of Stewart*, 406 Ill.Dec. 345 (2nd Dist. 2016); *In re Estate of Stewart*, 412 Ill.Dec. 914 (Ill. 2017) (school district's appeal denied). The court held that a teacher's failure to dial 911 immediately upon a student's asthma attack was willful and wanton conduct, subjecting the school district to liability under the Local Governmental and Governmental Employees Tort Immunity Act.
2. The duties and responsibilities of the district when it asks for but does not receive an asthma action plan from a parent/guardian and the logistics of distributing any received plans to those employees who need to know based upon *Stewart*, above.

For No. 1(d), see also 105 ILCS 150/25, amended by P.A. 103-542, and No. 6 under the subhead **Additional Training Requirements**.

For No. 1(e), see also 105 ILCS 145/25, amended by P.A. 103-542, and No. 7 under the subhead **Additional Training Requirements**.

- f. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.⁵
2. Social-emotional learning.⁶ Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.
3. Developing cultural competency,⁷ including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/2-3.166 (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11.⁸
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth.⁹ Training shall include, but is not limited to:
 - a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
 - b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
 - c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
 - d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 110/3.10 (see Board policy 7:185, *Teen Dating Violence Prohibited*).

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⁵ See 105 ILCS 5/10-20.85, added by P.A. 103-128, for a definition of *trauma kit*. To avoid confusion between trauma related to life-threatening bleeding and *trauma* as defined in 105 ILCS 5/3-11(b), added by P.A. 103-413, this policy uses the phrase *trauma bleeding control kit* instead of *trauma kit*.

Beginning with the 2024-25 school year, training on life-threatening bleeding must be completed within six months of employment and renewed within two years. Beginning with the 2027-28 school year, training on life-threatening bleeding must be completed within six months of employment and renewed at least once every five years thereafter. 105 ILCS 5/10-22.39(b-5)(7), added by P.A. 103-542 and amended by P.A. 103-603, ~~eff. 1-1-25~~. Trained employees using a trauma kit are generally immune from civil liability. *Id.*

⁶ 105 ILCS 5/10-22.39(b-10), added by P.A. 103-542.

⁷ 105 ILCS 5/10-22.39(b-15), added by P.A. 103-542.

⁸ 105 ILCS 5/10-22.39(b-20), added by P.A. 103-542 and amended by P.A. 103-603, ~~eff. 1-1-25~~. Training on the implementation of trauma-informed practices satisfies the requirements of this subsection. *Id.* In addition, Illinois Mental Health First Aid training may satisfy the requirements of this subsection. If teachers, administrators, or school support personnel obtain mental health first aid training outside of an in-service training program, they may present a certificate of successful completion of that training to the school district to satisfy the requirements of this law. *Id.* For further information on Mental Health First Aid, see <https://namiillinois.org/resources/about-mental-illness/mental-health-first-aid/>.

⁹ 105 ILCS 5/10-22.39(b-25), added by P.A. 103-542. See sample policy 7:185, *Teen Dating Violence Prohibited*.

6. Protections and accommodations for students,¹⁰ including but not limited to training on:
 - a. The federal Americans with Disabilities Act as it pertains to the school environment; and
 - b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*);¹¹ including but not limited to training on:
 - a. Teacher-student conduct;
 - b. School employee-student conduct; and
 - c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution,¹² conducted in accordance with the requirements of 105 ILCS 5/27-23.4 (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following: ¹³

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¹⁰ 105 ILCS 5/10-22.39(b-30), added by P.A. 103-542. Beginning with the 2024-25 school year, training on homelessness must be completed within six months of employment and renewed within two years. Beginning with the 2027-28 school year, training on homelessness must be completed within six months of employment and renewed at least once every five years thereafter. Boards may work with a community-based organization specializing in working with homeless children and youth to develop and provide this training. See 105 ILCS 5/10-22.39(b-30)(1) - (5), added by P.A. 103-542, for homelessness training content requirements. **Note:** the homelessness training content requirements in 105 ILCS 5/10-22.39(b-30)(1) - (5), added by P.A. 103-542, are nearly identical to the homelessness training content requirements in 105 ILCS 5/10-22.39(hg) (~~final citation pending~~), added by P.A. 103-41, ~~eff. 8-20-24~~.

Beginning with the 2016-17 school year, institutes under 105 ILCS 5/3-11 had to include instruction on the Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. §12101 *et seq.*) as it pertains to the school environment at least every two years. Contact the Regional Superintendent or the appropriate Intermediate Service Center Executive Director with questions about online training for this component of a teachers' institute. Discuss with the board attorney the best practices of documenting trainings and evaluations of trainings; many attorneys in the field prefer documentation of ADA trainings to assist in their defense of any potential ADA claims against the district.

¹¹ 105 ILCS 5/10-22.39(b-35), added by P.A. 103-542. Each board may want to have a conversation with the superintendent and direct him or her to develop a curriculum for the in-services that instructs all district staff to maintain boundaries and act appropriately, professionally, and ethically with students. See also sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and f/n 11 in sample policy 4:110, *Transportation*. These expectations will be most effective when they reflect local conditions and circumstances. Employee conduct issues may be subjects of mandatory collective bargaining, therefore consulting the board attorney should be a part of this process. A district would commit an unfair labor practice by implementing new employee conduct rules without first offering to negotiate them with the applicable exclusive bargaining representative.

¹² 105 ILCS 5/10-22.39(b-40), added by P.A. 103-542.

¹³ Optional. These in-services and/or trainings are required by State and/or federal law but are not required to be specified in board policy. The only non-School Code State and/or federal law training requirements listed are from the Abused and Neglected Child Reporting Act (325 ILCS 5/), Ill. Human Rights Act (775 ILCS 5/), Seizure Smart School Act (105 ILCS 150/), Care of Students with Diabetes Act (105 ILCS 150/), and Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq.*).

Putting this optional list into the policy will help the board monitor that the required in-service and training topics are being covered. While it is possible to *pick and choose*, this practice is likely to add more confusion to an already confusing responsibility. Unless noted, the School Code does not mandate the frequency with which the training must occur. Several other trainings that are mentioned in laws other than the School Code are addressed in other sample policies and procedures. Many of those policies and procedures are listed in the cross-references to this policy, e.g., training requirements under the Care of Students with Diabetes Act, 105 ILCS 145/.

1. Ongoing professional development for ~~teachers, administrators, all school personnel and school resource officers, and staff regarding~~ on the requirements of 105 ILCS 5/10-22.6 and 5/10-20.14, the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments as defined in 105 ILCS 5/3-11(b), the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates. ¹⁴
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three-year period. ¹⁵
3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date. ¹⁶
4. 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. ¹⁷
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials. ¹⁸
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act. ¹⁹
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act. ²⁰
8. For all District staff, annual sexual harassment prevention training. ²¹
9. Title IX requirements for training in accordance with 34 C.F.R. ~~§Part 106.8(d)~~ (see Board policy 2:265, *Title IX Grievance Procedure*). ²²

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¹⁴ 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. School board members are also included.

¹⁵ 7 C.F.R. Parts 210 and 235. 7 C.F.R. §210.2 defines school nutrition program directors, managers and staff. 7 C.F.R. §§210.15(b)(8) (recordkeeping requirements) and 210.31(a), (c), (d), and (e) (professional standards requirements); 210.31(g)(requiring school food authority director to keep records). Food service funds may be used for reasonable, allocable, and necessary training costs. 7 C.F.R. §210.31(f). The U.S. Dept. of Agriculture (USDA) has established implementation resources that contain training opportunities and resources covering the four core training areas: nutrition, operations, administration, and communications/marketing at: www.fns.usda.gov/cn/professional-standards.

¹⁶ Required only for districts with grades 9-12 by 105 ILCS 25/1.15. Delete for elementary school districts.

¹⁷ 105 ILCS 5/22-80(h).

¹⁸ 105 ILCS 5/10-20.17a, amended by P.A. 103-780; 23 Ill.Admin.Code §1.330.

¹⁹ 105 ILCS 150/25, amended by P.A. 103-542.

²⁰ 105 ILCS 145/25, amended by P.A. 103-542.

²¹ 775 ILCS 5/2-109. See f/n ~~75~~ in sample policy 5:20, *Workplace Harassment Prohibited*, for further detail about this training requirement.

²² 34 C.F.R. §106.~~458(d)~~. For training requirement details, see sample administrative procedures 2:265-API, *Title IX Response*, ~~and 2:265-AP3, Title IX Coordinator~~.

10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years. ²³
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it. ²⁴
12. Training in accordance with 105 ILCS 5/26A for at least one staff member in each school designated as a resource for students who are parents, expectant parents, or victims of domestic or sexual violence, and for any employees whose duties include the resolution of complaints of violations of 105 ILCS 5/26A (see Board policy 7:255, *Students who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*). ²⁵

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*. ^{26 27}

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²³ 775 ILCS 5/5A-103(c), added by P.A. 103-472. For training requirement details, see sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*.

²⁴ 105 ILCS 5/2-3.163(c), amended by P.A. 103-504.

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

105 ILCS 5/26A-25(b)(1), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requires employees whose duties include resolution of Article 26A complaints to initially complete at least eight hours of training on issues related to domestic and sexual violence and how to conduct the district's complaint resolution procedure, and to complete six hours of training annually thereafter. Such training must be conducted by individual(s) with expertise in domestic or sexual violence in youth and expertise in developmentally appropriate communications with elementary and secondary students regarding topics of a sexual, violent, or sensitive nature. Id. See sample administrative procedures 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

See pp. 28-30 of the June 2024 report of the second ESS Task Force for existing training requirements that may be suitable to fulfill Article 26A training requirements, at: www.isbe.net/Documents/ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf.

²⁶ Required by 105 ILCS 5/2-3.166(c)(2) (*Ann Marie's Law*). See sample administrative procedures 6:60-AP1, *Comprehensive Health Education Program*, and 7:290-AP, *Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*.

²⁷ Districts are not required to train staff on life-saving techniques, though 105 ILCS 110/3, amended by P.A. 103-608, ~~eff. 1-1-25~~, requires that all teachers, administrators, and other school personnel, as determined by school officials, be provided with information about emergency procedures and life-saving techniques within 30 days after the first day of each school year. Id. Such life-saving techniques must include the Heimlich maneuver, hands-only cardiopulmonary resuscitation (CPR), and automated external defibrillator (AED) use. The information provided must be in accordance with standards of the American Red Cross, the American Heart Association (AHA), or another nationally recognized certifying organization. Id. See e.g., <https://cpr.heart.org/en/cpr-courses-and-kits/hands-only-cpr/hands-only-cpr-resources>, <https://cpr.heart.org/en/training-programs/aed-implementation>, and www.redcross.org/take-a-class/resources/learn-first-aid/adult-child-choking.

For districts that have a practice of providing instruction in life-saving techniques and first-aid in their staff development programs, insert the following optional paragraph that aligns with 105 ILCS 5/3-11, 105 ILCS 110/3, amended by P.A. 103-608, ~~eff. 1-1-25~~, and 77 Ill.Admin.Code §527.800:

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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.

Persons performing CPR are generally exempt from civil liability if they are trained in CPR. 745 ILCS 49/10. Persons using an AED are generally exempt from civil liability if they were trained and acted according to the standards of the AHA. 745 ILCS 49/12.

The board may also want to address other staff development opportunities. While not required to be in policy, 105 ILCS 5/27-23.10, amended by P.A. 103-542, requires a school board to collaborate with State and local law enforcement agencies on gang resistance education. It also states that ISBE may assist in the development of instructional materials and teacher training for gang resistance education and training, which may be helpful to include in the staff development program. Other mandated and recommended staff development opportunities that are not located in the School Code or ISBE rules are found in the Ill. Administrative Code or federal regulations. Many of them are cross referenced in this policy.

- LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.
105 ILCS 5/2-3.62, 5/2-3.166, 5/3-11, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), 5/22-95, ~~and~~ 5/24-5, and 5/26A.
105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
105 ILCS 145/25, Care of Students with Diabetes Act
105 ILCS 150/25, Seizure Smart School Act.
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/4, Abused and Neglected Child Reporting Act.
745 ILCS 49/, Good Samaritan Act.
775 ILCS 5/2-109 and 5/5A-103, Ill. Human Rights Act.
23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.
77 Ill.Admin.Code §527.800.
- CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence). 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

ADMIN. PROC.: 2:265-AP1 (Title IX Response), 2:265-AP2 (Formal Title IX Complaint Grievance Process), ~~2:265-AP3 (Title IX Coordinator)~~, 2:270-AP (Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin), 4:160-AP (Environmental Quality of Buildings and Grounds), 4:170-AP6 (Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED), 5:100-AP (Staff Development Program), 5:120-AP2 (Employee Conduct Standards), 5:150-AP (Personnel Records), 6:120-AP4 (Care of Students with Diabetes), 7:250-AP1 (Measures to Control the Spread of Head Lice at School), 7:250-AP2 (Protocol for Responding to Students with Social, Emotional, or Mental Health Needs), 7:255-AP1 (Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:255-AP2 (Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:285-AP (Anaphylaxis Prevention, Response, and Management Program), 7:290-AP (Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program)

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Instruction

Home and Hospital Instruction ¹

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.² Eligibility shall be determined by State law and the Ill. State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services.³ Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse.⁴ Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

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

¹ State or federal law controls this policy's content. The following State laws and ISBE rules govern homebound and hospital instruction: [105 ILCS 5/10-22.6a, amended by P.A. 102-466, eff. 7-1-25 \(home instruction and correspondence courses for students who are pregnant, parenting, or victims of domestic or sexual violence under 105 ILCS 5/26A\)](#); 105 ILCS 5/14-13.01 (reimbursement for home and hospital instruction along with factors to qualify for it); 105 ILCS 5/18-4.5 (reimbursement for home and hospital instruction); 105 ILCS 5/10-19.05(e) (an instructional session of one clock hour may be counted as ½ day of attendance, however, a student must receive four or more instructional clock hours to count as a full day of attendance); 23 Ill.Admin.Code §226.300 (home/hospital service for a special education student); 23 Ill.Admin.Code §1.520.

See ISBE guidance, *Home/Hospital Instruction and Reimbursement Questions and Answers* available at: www.isbe.net/Documents/Home-Hospital_QA.pdf. At the time of PRESS Issue 118's publication (Apr. 2025), this guidance had not been updated to reflect changes to 105 ILCS 5/10-22.6a, amended by P.A. 102-466, eff. 7-1-25.

² 105 ILCS 5/14-13.01 defines the standards for determining when a student is eligible to receive home or hospital instruction. A student qualifies when a physician, physician assistant, or advanced practice registered nurse *anticipates* a student's absence due to a medical condition. The law defines "ongoing intermittent basis" to mean a medical condition of such a nature and severity that it is anticipated that the student will be absent from school due to the medical condition for periods of at least two days at a time multiple times during the school year totaling at least 10 days or more of absences.

³ 105 ILCS 5/14-13.01(a-5) requires that all students provide a written statement from a physician, physician assistant, or advanced practice registered nurse stating the existence of a medical condition, the impact on the child's ability to participate in education, and the anticipated duration or nature of the child's absence from school. However, ISBE rules at 23 Ill.Admin.Code §226.300 (students qualifying for special education services) and 23 Ill.Admin.Code §1.520 (students not qualifying for special education services) have not yet been amended to reflect that this written statement may come from a physician assistant or an advanced practice registered nurse; they still state that such a written statement must come from a physician. ISBE's *Medical Certification for Home/Hospital Instruction* form, form 34-58, reflects that the written statement may come from a "physician licensed to practice medicine in all its branches, APRN, or PA." Available at: www.isbe.net/Documents/Medical-certification-home-hospital-instruction.pdf.

A student with health needs may be protected by the Individuals with Disabilities Education Act (20 U.S.C. §1401(3)) or Section 504 of the Rehabilitation Act (29 U.S.C. §794(a))

⁴ 105 ILCS 5/14-13.01(a-5). There is no requirement that a student be absent from school for a minimum number of days before he or she qualifies for home or hospital instruction. 105 ILCS 5/14-13.01(a). The statute allows schools to begin home or hospital instruction upon receipt of a written statement from a physician, physician assistant, or advanced practice registered nurse but requires it to begin no later than five school days after receipt of the written statement.

Both 23 Ill.Admin.Code §§226.300(g) and 1.520(f) require home or hospital instructors to meet the requirements listed in 23 Ill.Admin.Code §1.610, i.e., proper licensure as required by 105 ILCS 5/21B-15.

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence as defined in 105 ILCS 5/26A, will be provided home instruction, correspondence courses, or other courses of instruction under the following circumstances:⁵
(1)-

1. ~~b~~Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, ~~and (2)-f~~
2. For up to three months after the child's birth or a miscarriage.
3. When a student must care for his or her ill child if:
 - a. The child's physician, physician assistant, or advanced practice registered nurse informs the District, in writing, that the child has a serious health condition⁶ that would require the student to be absent from school for two or more consecutive weeks; and
 - b. The student or the student's parent/guardian informs the District, in writing, that the student needs to care for the child during this period.
- ~~4.~~⁴ The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization, as defined in 105 ILCS 5/26A, informs the District, in writing, that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.⁷

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

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

LEGAL REF.: 105 ILCS 5/10-19.05(e), 5/10-22.6a, 5/14-13.01, and 5/18-4.5.
23 Ill.Admin.Code §§1.520, 1.610, and 226.300.

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunities), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease)

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⁵ 105 ILCS 5/10-22.6a, amended by P.A. 102-466, eff. 7-1-25. Number (2) does not require a written statement from a physician, physician assistant, or advanced practice registered nurse. See sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

⁶ *Serious health condition* means an illness, injury, impairment, or physical or mental health condition that involves inpatient care in a hospital, hospice, or residential medical care facility or continuing treatment by a health care provider that is not controlled by medication alone. *Id.*

⁷ ~~105 ILCS 5/10-22.6a, amended by P.A. 102-466, eff. 7-1-25. Number (2) does not require a written statement from a physician, physician assistant, or advanced practice registered nurse.~~

Instruction

Access to Electronic Networks ¹

Electronic networks are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. ²

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

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

The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s). ³

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. ⁴ Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource

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¹ State or federal law requires this subject matter be covered by policy. State or federal law controls this policy's content. 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. This policy concerns an area in which the law is unsettled.

A policy on Internet safety is necessary to receive *E-rate* funds under the Elementary and Secondary Education Act, Student Support and Academic Enrichment Grants (20 U.S.C. §7131) and to qualify for universal service benefits under the Children's Internet Protection Act (CIPA) (47 U.S.C. §254(h) and (l)).

Generally, federal rules prohibit schools from soliciting or accepting gifts or other things of value exceeding \$20 from Internet service providers that participate or are seeking to participate in the E-rate program. 47 C.F.R. §54.503. However, during the COVID-19 pandemic, the Federal Communications Commission (FCC) temporarily waived its rules prohibiting such gifts to enable service providers to support remote learning efforts without impacting school E-rate funding. See <https://docs.fcc.gov/public/attachments/DA-20-1479A1.pdf>.

² This goal is repeated in [sample](#) exhibits 6:235-AP1, E1, *Student Authorization for Access to the District's Electronic Networks*, and 6:235-AP1, E2, *Staff Authorization for Access to the District's Electronic Networks*.

³ Topics for the implementation plan include integration of the Internet in the curriculum, staff training, and safety issues. The implementation plan can also include technical information regarding service providers, establishing Internet accounts, distributing passwords, software filters, menu creation, managing resources and storage capacity, and the number of access points for users to connect to their accounts. Another topic is investigation of inappropriate use.

⁴ No system can guarantee to operate perfectly or to prevent access to inappropriate material; this policy statement attempts to absolve the district of any liability.

center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response.⁵ Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.⁶

Acceptable Use⁷

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right.⁸ Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, contains the appropriate uses, ethics,

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⁵ Required by 47 U.S.C. §254(h)(5)(B)(iii) and 47 C.F.R. §54.520(c)(i) only for districts that receive *E-rate* discounts for Internet access or plan to become participants in the *E-rate* discount program. All boards receiving an *E-rate* funding for Internet access were required to certify that they had updated their Internet safety policies. See, *FCC Report and Order 11-125* ([August 11, 8-11-2011](#)). This sentence is optional if the district only receives discounts for telecommunications, such as telephone service, unless the district plans to participate in the *E-rate* discount program.

⁶ School authorities may reasonably regulate student expression in school-sponsored publications for education-related reasons. *Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260 (1988). This policy allows such control by clearly stating that school-sponsored network information resources are not a "public forum" open for general student use but are, instead, part of the curriculum.

It is an unfair labor practice (ULP) under the Ill. Educational Labor Relations Act (IELRA) for an employer to discourage employees from becoming or remaining members of a union. 115 ILCS 5/14(a)(10), ~~added by P.A. 101-620~~. In connection with that potential penalty, the IELRA requires employers to establish email policies in an effort to prohibit the use of its email system by outside sources. 115 ILCS 5/14-(c-5), ~~added by P.A. 101-620~~. This policy aligns with IELRA requirements by clarifying the District's electronic network is not a public forum for general use by outside parties and by limiting use of the network to the purposes stated under the **Acceptable Use** subhead. However, districts are still prohibited under the First Amendment to the U.S. Constitution from suppressing messages based on viewpoint and may be subject to liability if they affirmatively block individual senders. See *Lindke v. Freed*, 601 U.S. 187 (2024); *Perry Educ. Ass'n v. Perry Local Educators' Ass'n*, 460 U.S. 37 (1983); *People for the Ethical Treatment of Animals v. Tabak*, 109 F.4th 627 (D.C. Cir. 2024); *Columbia Univ. v. Trump*, 302 F.Supp.3d 541 (S.D.N.Y. 2018). Consult the board attorney if the board wants to amend this policy to prohibit access by specific parties and/or before taking steps to "block" any specific party from the district's email system based on the content of the party's message.

⁷ This paragraph provides general guidelines for acceptable use regardless of whether Internet use is supervised. In practice, many districts allow for incidental personal use of their networks during duty-free times. The specific rules are provided in [sample](#) exhibits 6:235-AP1, E1, *Student Authorization for Access to the District's Electronic Networks*, and 6:235-AP1, E2, *Staff Authorization for Access to the District's Electronic Networks* (see also f/n 1). This paragraph's application to faculty may have collective bargaining implications.

⁸ The "privilege, not a right" dichotomy is borrowed from cases holding that a student's removal from a team does not require due process because such participation is a privilege rather than a right. The deprivation of a privilege typically does not trigger the Constitution's due process provision. *Clements v. Bd. of Educ. of Decatur Public Sch. Dist. No. 61*, 133 Ill.App.3d 531 (4th Dist. 1985). Nevertheless, before access privileges are revoked, the user should be notified and allowed to give an explanation.

and protocol.⁹ Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.¹⁰

Internet Safety¹¹

Technology protection measures shall be used on each District computer with Internet access.¹² They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee.¹³ The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator.¹⁴ The

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⁹ If students are allowed only supervised access and are not required to sign the *Authorization for Access to the District's Electronic Networks*, the provisions from the *Authorization* should be used as administrative procedures for covering student Internet use. See 6:235-AP1, *Acceptable Use of the District's Electronic Networks*. This is an optional sentence:

The Superintendent shall establish administrative procedures containing the appropriate uses, ethics, and protocol for Internet use.

The Harassing and Obscene Communications Act criminalizes harassing and obscene electronic communication. 720 ILCS 5/26.5.

¹⁰ The Fourth Amendment [to the U.S. Constitution](#) protects individuals from searches only when the person has a legitimate expectation of privacy. This provision attempts to avoid Fourth Amendment protection for communications and downloaded material by forewarning users that their material may be read or searched, thus negating any expectation of privacy.

Email and computer files are "public records" as defined in the Ill. Freedom of Information Act (FOIA) if they are, as in this policy, "under control" of the school board. 5 ILCS 140/2. They may be exempt from disclosure, however, when they contain information that, if disclosed, "would constitute a clearly unwarranted invasion of personal privacy." 5 ILCS 140/7.

Alternatively, a school board may believe that making email semi-private enhances its educational value. The following grants limited privacy to email communications and can be substituted for the sample policy's sentence preceding this footnote:

School officials will not intentionally inspect the contents of email without the consent of the sender or an intended recipient, unless as required to investigate complaints regarding email that is alleged to contain material in violation of this policy or the District's administrative procedure, *Acceptable Use of the District's Electronic Networks*.

¹¹ See f/n 1.

¹² While it is best practice to do so, neither CIPA nor the rules for the E-Rate program specifically address whether school-owned computers or other mobile computing devices must be filtered when using a non-school Internet connection. Consult the board attorney for guidance on this issue.

¹³ This sample policy language is broader than the requirements in federal law (20 U.S.C. § 7131, 47 U.S.C. § 254, and 47 C.F.R. § 54.520(c)(i)). It does not distinguish between minors (children younger than 17) and non-minors. The terms, *minor*, *obscene*, *child pornography*, and *harmful to minors* have not changed, but are now explicitly referred to in the regulations at 47 C.F.R. § 54.520(a). Federal law defines *harmful to minors* as:

...any picture, image, graphic image file, or other visual depiction that--(i) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (ii) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (iii) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The Federal Communications Commission specifically declined to find that access to social networking websites are per se *harmful to minors*. [However, the U.S. Dept. of Health and Human Services issued a Surgeon General's Advisory stating there is not enough evidence to conclude that social media is safe for children. See \[www.hhs.gov/surgeongeneral/reports-and-publications/youth-mental-health/social-media/index.html\]\(http://www.hhs.gov/surgeongeneral/reports-and-publications/youth-mental-health/social-media/index.html\).](#) School officials have discretion about whether or not to block access to these and similar sites. See *supra* f/n 3.

¹⁴ Permitted by 20 U.S.C. § 7131(c). The policy's provision for prior approval is not in the law and may be omitted. The entire sentence may be eliminated if a board does not want the filtering device to be disabled.

Superintendent or designee shall include measures in this policy's implementation plan to address the following: ¹⁵

1. Ensure staff supervision of student access to online electronic networks, ¹⁶
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Use of Artificial Intelligence (AI)-Enabled Tools ¹⁷

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

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

1. Develop a District-wide AI Plan that addresses the District's approach to the integration of AI;
2. Based on the District-wide AI Plan, establish AI Responsible Use Guidelines to address the responsible use of AI in the District by students and staff;

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¹⁵ In order to qualify for universal service benefits under the federal Children's Internet Protection Act (CIPA), the district's Internet safety policy must address the items listed in the sample policy. 47 U.S.C. §254(l). The sample policy accomplishes this task by requiring these items be addressed in the policy's implementation plan or administrative procedure.

Note that federal law required school boards to hold at least one hearing or meeting to address the *initial* adoption of the Internet safety policy. Later revisions of the existing policy need not follow the public notice rule of CIPA, though a board will still need to follow its policy regarding revisions and the mandates of FOIA.

CIPA also requires this policy and its documentation to be retained for at least five years after the last day of service delivered in a particular funding year. This means the five--year retention requirement begins on the last day of service delivered under E-rate, not from the day the policy was initially adopted. Consult the board attorney about this requirement and the best practices for your individual board.

¹⁶ Monitoring the online activities of *students* is broader than the requirement in federal law to monitor *minors*. The definition of minor for this purpose is "any individual who has not attained the age of 17 years." See 47 C.F.R. §54.520(a)(4)(i). The use of the word *students* is a best practice.

¹⁷ Optional. Artificial intelligence is a rapidly evolving and complex technology that implicates many unsettled legal and ethical issues. This content contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

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

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

- [3. Ensure that AI-enabled tools comply with State and federal law;](#)
- [4. Ensure that staff receive training and students receive instruction on the use of AI, as appropriate; and](#)
- [5. Review the District's AI Plan and AI Responsible Use Guidelines on an annual basis and update them as needed.](#)

Authorization for Electronic Network Access ¹⁸

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use. ¹⁹

Confidentiality

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

Violations

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

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¹⁸ The District's administrative procedure, 6:235-AP1, *Acceptable Use of the District's Electronic Networks*, rather than this board policy, specifies appropriate conduct, ethics, and protocol for Internet use. This is consistent with the principle that detailed requirements are not appropriate for board policy; instead, they should be contained in separate district documents that are authorized by board policy. Keeping technical rules specifying acceptable use out of board policy will allow for greater flexibility, fewer changes to the policy manual, and adherence to the belief that board policy should be confined to governance issues and the provision of guidance on significant district issues. This sample policy only requires staff and students to sign the *Authorization*; however, all users of the District's Electronic Networks, including board members and volunteers, are bound by this policy and its implementing procedure and should be familiar with their content.

¹⁹ The Superintendent's implementation plan should describe appropriate supervision for students on the Internet who are not required, or refuse, to sign the *Authorization*.

The use of personal electronic communication devices owned by students but used to gain Internet access that has been funded by *E-rate* is not addressed yet. ~~The FCC has indicated that it does plan to address the issues associated with the application of CIPA requirements to this situation.~~

- LEGAL REF.: 20 U.S.C. §7131, Elementary and Secondary Education Act.
47 U.S.C. §254(h) and (l), Children’s Internet Protection Act.
47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.
115 ILCS 5/14(c-5), Ill. Educational Labor Relations Act.
720 ILCS 5/26.5.
- CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)
- ADMIN. PROC.: 6:235-AP1 (Acceptable Use of the District’s Electronic Networks), 6:235-AP1, E1 (Student Authorization for Access to the District’s Electronic Networks), 6:235-AP1, E2 (Staff Authorization for Access to the District’s Electronic Networks)

DRAFT

Instruction

High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students¹

Credit for Non-District Experiences²

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses³
4. College or high school courses offering dual credit at both the college and high school level⁴

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¹ State law requires that several of the programs in this policy be covered in policy. State law controls this policy's content. Note that 23 Ill.Admin.Code §1.420(b) requires "[e]very school district [to] have an organized plan for recording pupil progress and/or awarding credit, including credit for courses completed by correspondence, online, or from other external sources, that can be disseminated to other schools within the State." Section 1.460 requires "[e]ach local board of education with a high school [to] adopt a policy which defines the board's position with reference to the awarding of high school credit on the basis of local examinations to pupils who have achieved the necessary proficiencies through independent study, either with or without private tutoring, or for work taken in or from another institution." 23 Ill.Admin.Code §1.460.

Sample policy 6:185, *Remote Educational Program*, provides for educational programs **delivered by the district** in a location outside of the school.

Sample policy 6:315, *High School Credit for Students in Grade 7 or 8*, allows students enrolled in grade 7 or 8 to enroll in a course required for high school graduation. 105 ILCS 5/27-22.10(a); 23 Ill.Admin.Code §1.440(c)(3).

² Each board may choose for which, if any, of the listed non-district experiences the district will grant high school credit. If a district does not grant credit for any of the listed activities, substitute the following alternative for all text in the entire section: "The District does not grant graduation credit for learning experiences that an enrolled student does not complete through the District."

³ 105 ILCS 5/27-22.1 provides that no fewer than 60 hours of classroom instruction in summer school is required for one semester of high school course credit. Districts may accept courses completed in a community college (CC) toward graduation. 23 Ill.Admin.Code §1.440(f). Superintendents, pursuant to 105 ILCS 5/10-21.4, must annually report to the Ill. State Board of Education (ISBE) the number of students enrolled in accredited courses at any CC along with the name(s) and number(s) of the course(s) each student is taking.

⁴ The Dual Credit Quality Act (DCQA) (110 ILCS 27/-, ~~amended by P.A.s 102-516 and 102-1077, eff. 1-1-23~~) defines dual credit as a college course taken by a high school student for credit at both the college and high school level. 110 ILCS 27/5 and 105 ILCS 5/10-20.62(a). An instructor who teaches a dual credit course does not need the certification required by Article 21 of the School Code but must meet the standards set forth in 110 ILCS 27/20(1), (2), (2.5), or (3). Dual credit programs require: (a) a specific partnership agreement between the district and a CC containing ~~42~~ specified elements, as long as the district is in the CC's jurisdiction (110 ILCS 27/16), or (b) cooperation between the school district and the institution providing the dual credit courses (see the Higher Education Student Assistance Act at 110 ILCS 947/10 for a definition of *institution*). Partnership agreements that are entered into, amended, renewed, or extended after 1-1-23, must allow high school students who do not otherwise meet the CC's academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school credit. 110 ILCS 27/16.5(a), ~~added by P.A. 102-1077, eff. 1-1-23~~. If the district and CC cannot agree within 180 days of a district's initial request to enter into a partnership agreement, the two parties must use the model partnership agreement ~~located~~ referenced at 110 ILCS 27/19.

5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education ⁵
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program ⁶
7. Credit earned in a Vocational Academy ⁷

The student must seek approval from the Superintendent or designee to receive graduation credit for any non-District course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. When applicable, the Building Principal or designee shall, prior to the first day of class, inform individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the community college's criteria for dual

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Out-of-state dual credit contracts are prohibited until a district first offers the CC in the district in which the district is located the opportunity to provide a dual credit course. 110 ILCS 27/17. In addition, a district seeking to enter into an agreement with an out-of-state institution must provide notice to the Ill. State Board of Higher Education (BHE) of its intent to which the BHE will have 30 days to provide the district with a list of in-state institutions that can provide the district an equivalent dual credit opportunity. *Id.* Agreements between a district and an out-of-state institution that were in effect before 1-1-19 ~~will were~~ not ~~be~~ affected. *Id.* A high school evaluation of a dual credit program must also incorporate the analysis of data from the ISBE statewide longitudinal data system (see the P-20 Longitudinal Education Data System Act, 105 ILCS 13/, for more information).

105 ILCS 5/10-20.62(c), requires school boards to require the district's high schools, if any, to inform all 11th and 12th grade students of dual enrollment and dual credit opportunities at public CCs for qualified students. Qualified students may enroll in an unlimited amount of dual credit courses and earn an unlimited amount of academic credits from them if the course(s) are taught by an Ill. instructor, as provided by 110 ILCS 27/. *Id.* at (b). In addition, all dual credit coursework completed by a high school student must be transferred to all public institutions in Illinois on the same basis as coursework completed by a public CC student who previously earned a high school diploma in the manner set forth under the Ill. Articulation Initiative Act. *Id.* at 27/19.

The DCQA requires partnership agreements between districts and CCs to address access to dual credit courses by individual students with disabilities. 110 ILCS 27/16, ~~amended by P.A.s 102-516 and 102-1077~~. 105 ILCS 5/14-8.03, ~~amended by P.A. 102-516~~ also requires districts to provide special education students with information about career and technical education (CTE) opportunities, including at the postsecondary level. See *Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities* at: www.sites.ed.gov/idea/idea-files/ga-increasing-postsecondary-opportunities-success-for-students-youth-with-disabilities-sept-17-2019/#Letter for information on providing transition services to high school students who have individualized education programs (IEPs), are receiving services under the IDEA, and take courses offered by a community college or other postsecondary education institution program prior to high school graduation.

⁵ 105 ILCS 5/2-3.44 and 5/10-22.43a. An ethnic school is a part-time, private school that teaches the foreign language of a particular ethnic group as well as the culture, geography, history, and other aspects of a particular ethnic group. 105 ILCS 5/2-3.44; 23 Ill.Admin.Code §1.465(b). For requirements, see 23 Ill.Admin.Code §1.465.

⁶ The State Superintendent and Board of Higher Education were encouraged by 105 ILCS 5/2-3.115 to establish a program of academic credit for Tech Prep work based learning for secondary school students with an interest in pursuing such career training, which could be instituted by school districts. See also 23 Ill.Admin.Code §1.445.

⁷ Vocational Academies Act, 105 ILCS 433/. The Act's purpose is to "integrate workplace competencies and career and technical education with core academic subjects." School districts are permitted to partner with CCs, local employers, and community-based organizations to establish a vocational academy that functions as a two-year school within a school for grades 10 through 12. Grant funds may be available from ISBE when the vocational academy meets statutory requirements.

credit coursework of whether or not they are eligible to earn college credit for the course.⁸ This section does not govern the transfer of credits for students transferring into the District.

Substitutions for Required Courses

Vocational or technical education.⁹ A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if: ¹⁰

1. The Building Principal approves the substitution(s) and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District.

Registered Apprenticeship Program.¹¹ The Superintendent or designee will ensure that the District complies with State law requirements for registered apprenticeship programs.¹² The opportunities and requirements for registered apprenticeship programs contained in this policy will be posted on the

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

⁹ Allowing for this substitution is optional, but, if offered, must be included in board policy. 105 ILCS 5/27-22.05.

¹⁰ The *related* requirement is met if the course contains at least 50% of the content of the required course. *Id.* 23 Ill.Admin.Code §1.445 requires that the vocational or technical education course be completely described in the policy along with its relationship to the required course. The sample policy satisfies these requirements by referring to the courses as described in curricular material.

ISBE requires that the parent/guardian of a student under the age of 18 request the course substitution "on forms that the school district makes available" and that the request must be maintained in the student's temporary record. 23 Ill.Admin.Code §1.445. See [sample exhibit 6:310-E, Class Substitution Request](#). There is no parallel recordkeeping requirement in the rules for registered apprenticeships; however, it is best practice to maintain all types of substitution requests as evidence of compliance with the form requirement.

¹¹ Allowing for this substitution is optional, but, if offered, must be included in board policy. 105 ILCS 5/2-3.175, ~~renumbered by P.A. 101-81~~; 23 Ill.Admin.Code §255.200. A *registered apprenticeship program* is an industry-based occupational training program of study with standards reviewed and approved by the U.S. Dept. of Labor that meets characteristics set forth in State law and ISBE rules. The introductory sentence and listed items 1, 3, 4, and 6 are required to be in the policy if a board decides to allow students to participate in registered apprenticeship programs. See 23 Ill.Admin.Code §255.200(b). Item #2 is not required to be stated in policy, but is required to be included in a district's website notification (if any) to parents/guardians about registered apprenticeship opportunities. See f/n 13, below.

If a board adopts a policy to allow for student participation in registered apprenticeship programs, the policy must be posted on the district's website (if any) for students, parents, and members of the business and industry community to access. 23 Ill.Admin.Code §255.200(c)(1). See [sample exhibit 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records](#), and f/ns 132 and 143 below for other related website posting requirements.

Employers providing apprenticeships may ~~be eligible for~~ seek tax credits for certain educational expenses they incur on behalf of qualifying apprentices ~~for calendar years 2020-2025~~. 35 ILCS 5/231(b), ~~added-amended~~ by P.A. ~~103-1059+01-207~~. Districts that carry out registered apprenticeship programs should, but are not required to, aid an employer in claiming ~~the an~~ [available](#) credit by providing a written receipt documenting the apprenticeship education expenses paid to the school by the employer. 14 Ill.Admin.Code §522.50(e). See

<https://dceo.illinois.gov/expandrelocate/incentives/ilapprenticeshiptaxcredit.html>
www2.illinois.gov/dceo/ExpandRelocate/Incentives/Pages/ILApprenticeshipTaxCredit.aspx for more information about the credit.

¹² 105 ILCS 5/2-3.175; 23 Ill.Admin.Code Part 255. In addition to the requirements listed in the policy, districts allowing for student participation in registered apprenticeship programs must also: (1) submit data on participating students through ISBE's Student Information System, (2) identify and attempt to eliminate any barriers to student participation, and (3) include the program in the Career Pathway Endorsement if the district awards endorsements under the Postsecondary and Workforce Readiness Act (110 ILCS 148/). 23 Ill.Admin.Code §255.200(d)-(f).

District's website, and parents/guardians and students will also be notified of such opportunities in the appropriate school handbook(s). ¹³

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

1. The registered apprenticeship program meets all criteria contained in State law;
2. The registered apprenticeship program is listed by the District, or the student identifies a registered (but not listed) apprenticeship program with a business or organization if one is not offered in the District;
3. The student enrolled in a registered apprenticeship program has the opportunity to earn post-secondary credit toward a certificate or degrees, as applicable;
4. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District and on its website; ¹⁴
5. The Building Principal approves the substitution(s); and
6. All non-academic requirements mandated by the School Code for high school graduation that would otherwise prohibit or prevent the student from participating in the registered apprenticeship program are waived.

Advanced placement computer science.¹⁵ The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics, in accordance with Section 27-22 of the School Code. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

Substitutions for physical education. A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below.¹⁶ 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. ¹⁷

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¹³ 23 Ill.Admin.Code §255.200(c). The Illinois Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh. The notification to students and parents on the district's website must include: (1) a statement that a student may participate in any registered apprenticeship program listed by the district; and (2) a statement that a student may find a registered, but not listed, apprenticeship program with a business or organization, if a registered apprenticeship program is not offered in the district. 23 Ill.Admin.Code §255.200(c)(2). See [sample exhibit 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records](#). For districts that do not maintain a website, use the following alternative sentence:

Parents/guardians and students will be notified of opportunities for registered apprenticeship programs in the appropriate school handbook(s).

¹⁴ 23 Ill.Admin.Code §255.200(b)(4). See [sample exhibits 6:310-E, Class Substitution Request](#), and [2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records](#). If the district does not maintain a website, delete ~~and on its website~~.

¹⁵ Optional, but allowed by 105 ILCS 5/27-22(e)(3), ~~amended by P.A. 101-464~~, and 5/27-22(f-5).

¹⁶ Optional, but allowed by 105 ILCS 5/27-6(b); 23 Ill.Admin.Code §1.425(e). A board that wants to allow any of these P.E. exemptions must include the ones it selects in a policy that excuses students on an individual basis.

¹⁷ 23 Ill.Admin.Code §1.425(e).

1. Ongoing participation in a marching band program for credit;¹⁸
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;¹⁹
3. Ongoing participation in an *interscholastic* or *extracurricular athletic program*;²⁰
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade);²¹ or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).²²

A student who is eligible for special education may be excused from physical education courses pursuant to 7:260, *Exemption from Physical Education*.

Volunteer service credit.²³ A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

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¹⁸ 23 Ill.Admin.Code §1.425(e)(4)(A). This policy excuses students from P.E. only during the marching band season because the statute allows the exemption "for ongoing participation in such marching band program." Thus, if the marching band season is over, the student's *ongoing participation* has ceased and the student no longer qualifies for the P.E. exemption. Common sense, however, would allow the exemption to continue until the end of the current grading period.

¹⁹ 23 Ill.Admin.Code §1.425(e)(4)(B).

²⁰ 23 Ill.Admin.Code §1.425(e)(2) and (e)(3)(A). Prior to P.A. 100-465, the statute only allowed students in grades 11 and 12 to be excused from P.E. "for ongoing participation in an interscholastic athletic program." 105 ILCS 5/27-6(b)(1). 105 ILCS 5/27-6(b) now states "on a case-by-case basis, excuse pupils in grades 7 through 12 who participate in an interscholastic or extracurricular athletic program." While the statute no longer requires such participation to be *ongoing*, 23 Ill.Admin.Code §1.425(e)(3) requires *ongoing participation*. Thus, if the athletic program is over, the student's *ongoing participation* has ceased and the student no longer qualifies for the P.E. exemption. Common sense, however, would allow the exemption to continue only until the end of the grading period during which the athletic program is active. 23 Ill. Admin. Code §1.425(e)(2) limits interscholastic and extracurricular athletic programs to those that are sponsored by the school district as defined in school board policy. Boards do not have the "authority to honor parental excuses based upon students' participation in athletic training, activities or competitions conducted outside the auspices of the school district." *Id.* at §1.425(e)(6).

State statutes do 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." 23 Ill.Admin.Code §1.425(e)(2) defines *interscholastic* and *extracurricular athletic programs* as "those programs that are sponsored by the school district as defined by school district policy." Boards have no authority to honor parental excuses based upon students' participation in athletic training, activities or competition conducted outside the auspices of the school district. 23 Ill.Admin.Code §1.425(e)(6).

For boards that want to explain the meaning of *interscholastic or extracurricular athletic program*, insert the following option at the end of #3:

(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)

For unit districts, ensure the definition matches the definition in policy 7:260, *Exemption from Physical Education*.

²¹ 23 Ill.Admin.Code §1.425(e)(3)(B).

²² 23 Ill.Admin.Code §1.425(e)(3)(C).

²³ Optional. The credit given for one semester may not exceed that stated in this policy. 105 ILCS 5/27-22.3. The program may include participation in the organization of a high school or community blood drive or other blood donor recruitment campaign. *Id.* ISBE must provide assistance to districts opting to offer the program. 105 ILCS 5/2-3.108.

Re-Entering Students ²⁴

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under Section 10-22.20 of the School Code, in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other nonformal educational endeavors
5. Military service, provided the individual making the request has a recommendation from the American Council on Education

The provisions in the section **Credit for Non-District Experiences**, above, apply to the receipt of credit for any non-District course.

LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/2-3.142, 5/2-3.175, 5/10-22.43a, 5/10-20.62, 5/27-6, 5/27-22.3, and 5/27-22.05.
110 ILCS 27/, Dual Credit Quality Act.
23 Ill.Admin.Code §§1.425(e), 1.440(f), 1.470(c), and Part 255.

CROSS REF.: 6:180 (Extended Instructional Programs), 6:300 (Graduation Requirements), 6:315 (High School Credit for Students in Grade 7 or 8), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:260 (Exemption from Physical Education)

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²⁴ Required by 23 Ill.Admin.Code §1.470(a). While the sample policy does not provide for it, a school board may permit adults 21 years of age or older to re-enter high school. 23 Ill.Admin.Code §1.470(b). Items #4 & #5 are optional, but must be included in a policy if credit will be granted for them. 105 ILCS 5/27-6; 27-22.05.

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Students

Equal Educational Opportunities ¹

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race,² national origin, religion, sex,³ sexual orientation, ancestry, age, physical or mental disability, gender identity,⁴ status of being homeless, immigration status, order of protection status,

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

¹ State or federal law requires this subject matter be covered by policy and controls this policy's content. Many civil rights laws guarantee equal educational opportunities; see citations in the Legal References.

² The Ill. Human Rights Act (IHRA) defines *race* to include traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists. 775 ILCS 5/1-103(M-5), ~~added by P.A. 102-1102~~. The Ill. Dept. of Human Rights' (IDHR) jurisdiction over schools as "places of public accommodation" is limited, see f/n 4, below. See also sample policy 7:160, *Student Appearance*, regarding hairstyles associated with race.

³ With some exceptions, Title IX of the Education Amendments of 1972 (Title IX) guarantees that "[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..." 20 U.S.C. §1681(a). ~~Prohibited sex discrimination in violation of Title IX includes sex-based harassment and "discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity."~~ 34 C.F.R. §§ 106.2, 106.10. See sample policy 2:265, *Title IX Grievance Procedure*, for further discussion.

Title IX implementing regulations at 34 C.F.R. §106.40 and 49 C.F.R. §25.445 prohibit "any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex." Ill. State Board of Education (ISBE) sex equity regulation at 23 Ill.Admin.Code §200.50(e) prohibits discrimination against a student "because of his or her actual or potential marital or parental status," and it specifies that: (1) pregnancy shall be treated as any other temporary disability, (2) pregnancy or parenthood shall not be considered cause for dismissal or exclusion from any program or activity, (3) participation in special programs provided for pregnant students or students who are parents shall be at the student's option, and (4) systems shall eliminate administrative and programmatic barriers to school attendance and school completion by pregnant students or students who are parents. Id. See f/n 8, below, regarding support services for pregnant and parenting students.

⁴ The IHRA and an ISBE rule prohibit schools from discriminating against students on the basis of *sexual orientation* and *gender identity*. 775 ILCS 5/1-103(Q), 5/5-101(11), and 5/5-102; 23 Ill.Admin.Code §1.240. *Sexual orientation* is defined as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). *Gender identity* is included in the definition of *sexual orientation* in the IHRA. The IHRA permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103.

Adopting separate policies or inserting policy statements about accommodations and inclusion of transgender students in the educational program are unsettled areas of the law. Some lawyers believe doing so may open boards to equal protection challenges for not creating separate policies for other protected statuses, e.g., race, national origin, religion, etc. Governor Pritzker issued Executive Order (EO) 2019-11, titled "Strengthening Our Commitment to Affirming and Inclusive Schools" which established the Affirming and Inclusive Schools Task Force (Task Force) to identify strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students. The Task Force delivered a report that served as the basis for two non-regulatory guidance documents entitled *Supporting Transgender, Nonbinary and Gender Nonconforming Students* and *Sample District Policy and Administrative Procedures* at www.isbe.net/supportallstudents. The Ill. State Board of Education (ISBE) hosts these documents on its website.

Consult the board attorney if your board wishes to adopt a separate policy or insert policy statements about accommodations and inclusion of transgender students.

military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy.⁵ 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*.⁶ Any student may file a discrimination complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case

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

For boards that want to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendation into this policy, insert the following in place of "gender identity," gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression.

If the board inserts this option, it must also insert the options in f/n 7, below and in f/n 2 of sample policy 7:20, *Harassment of Students Prohibited*, but note the protected statuses list in this policy is different and should not be copied from here into 7:20, *Harassment of Students Prohibited*.

See sample administrative procedure 7:10-AP1, *Accommodating Transgender, Nonbinary, or Gender Nonconforming Students*, for a case-by-case procedure that school officials may use when a student requests an accommodation based upon his or her gender identity.

For a list of policies that address the equal educational opportunities, health, safety, and general welfare of students within the District, see sample exhibit 7:10-E, *Equal Educational Opportunities Within the School Community*.

⁵ ~~Many civil rights laws guarantee equal education opportunities; see citations in the Legal References.~~

In 23 Ill.Admin.Code §1.240, ISBE states that "no school system may deny access to its schools or programs to students who lack documentation of their immigration status or legal presence in the United States, and no school system may inquire about the immigration status of a student (*Plyler v. Doe*, 457 U.S. 202 (1982))."

775 ILCS 5/1-102(A), amended by P.A.s 103-472 and 103-785, ~~eff. 1-1-25~~, lists the following protected categories: race, color, religion, sex, national origin, ancestry, age, order of protection status, marital status, physical or mental disability, military status, sexual orientation, pregnancy, reproductive health decisions, or unfavorable discharge from military service in connection with employment, real estate transactions, access to financial credit, and the availability of public accommodations, including in elementary, secondary, and higher education. See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, and its footnotes for definitions of some of these terms.

The IHRA prohibits schools from discriminating against students on the bases of *reproductive health decisions*. 775 ILCS 5/1-103(Q), amended by P.A. 103-785, ~~eff. 1-1-25~~. See 775 ILCS 5/1-103(O-2), amended by P.A. 103-785, ~~eff. 1-1-25~~, for a definition of *reproductive health decisions*.

~~The IHRA and an ISBE rule prohibit schools from discriminating against students on the basis of sexual orientation and gender identity. 775 ILCS 5/1-103(Q), 5/5-101(11), and 5/5-102; 23 Ill.Admin.Code §1.240. Sexual orientation is defined as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). Gender identity is included in the definition of sexual orientation in the Act. The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103.~~

The IHRA's jurisdiction in regard to schools as places of public accommodation is specifically limited to: (1) failing to enroll an individual, (2) denying or refusing full and equal enjoyment of facilities, goods, or services, or (3) failing to take corrective action to stop severe or pervasive harassment of an individual. 775 ILCS 5/5-102.2, ~~amended by P.A. 102-1102~~.

⁶ 23 Ill.Admin.Code §200.40(g) prohibits entering into agreements with entities that discriminate against students on the basis on sex. Section 200.80(a)(4) contains an exception for single sex youth organizations, e.g., Girl Scouts. Note that the U.S. Supreme Court refused to apply New Jersey's public accommodation law to the Boy Scouts because forcing the Scouts to accept a homosexual as a member would violate the Scouts' freedom of expressive association. *Boy Scouts of America v. Dale*, 530 U.S. 640 (2002). When deciding whether to allow non-school groups to use its facilities, a public school district may not engage in viewpoint discrimination. *Good News Club v. Milford Central Sch.*, 533 U.S. 98 (2001).

of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.⁷

Sex Equity⁸

No student shall, based on sex, sexual orientation, or gender identity⁹ be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

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

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⁷ Districts must have a grievance procedure. See the Legal References following this policy and 105 ILCS 5/22-95, added by P.A. 103-472, regarding the internal complaint process for claims of discrimination on the basis of race, color, or national origin, which is addressed in sample policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Absent a specific statute or rule, there is no consensus on whether students have the right to appeal a board's decision to the Regional Superintendent and thereafter to the State Superintendent pursuant to 105 ILCS 5/2-3.8.

⁸ Every district must have a policy on sex equity. 23 Ill.Admin.Code §200.40(b). The IHRA, Public Accommodation section, prohibits schools from: (1) failing to enroll an individual, (2) denying or refusing an individual full and equal enjoyment of its facilities, goods, or services, or (3) failing take corrective action to stop severe or pervasive harassment of an individual (775 ILCS 5/5-102.2, ~~amended by P.A. 102-1102~~), on the basis of the individual's sex or sexual orientation, among other classifications (775 ILCS 5/5-101(11)). Every four years, districts must evaluate their policies and practices to identify and eliminate sex discrimination as well as evaluate course enrollment data to identify disproportionate enrollment based on sex. In-service training for all staff members is required. 23 Ill.Admin.Code §200.40(e).

Every four years, districts must survey students about their athletic interests and must use survey results in planning for the future and assessing current program comparability. 23 Ill.Admin.Code §200.80(b)(1). Equal participation and equal opportunity in athletics is addressed in Title IX implementing regulations. 34 C.F.R. §106.41. Generally, when a school district offers a team for one gender but not for the other, a member of the excluded gender is allowed to try out for the team unless the sport is a *contact sport*. Contact sports are boxing, wrestling, rugby, ice hockey, football, basketball, and other sports involving bodily contact. The rules also list the factors that determine whether equal opportunities are available to both genders. These include: whether the selection of athletics accommodates the interests and abilities of both genders; equipment and supplies; scheduling; opportunity to receive coaching and academic tutoring; locker rooms, practice facilities, and fields; and publicity. Title IX prohibits any person from sexually harassing a student. See sample policy 2:265, *Title IX Grievance Procedure*, for further discussion.

105 ILCS 5/10-20.60 requires public schools to provide reasonable accommodations to breastfeeding students. See sample administrative procedure 7:10-AP2, *Accommodating Breastfeeding Students*, for specific *reasonable accommodations* under Illinois law.

105 ILCS 5/10-20.63, ~~amended by P.A. 102-340~~, requires school districts to make menstrual hygiene products (defined as tampons and sanitary napkins for use in connection with the menstrual cycle) available, at no cost to students, in bathrooms of every school building that is open for student use in grades 4 through 12 during the regular school day. **Note:** While P.A. 102-340 expanded the availability of menstrual hygiene products to students in grades 4 and 5, it did not expand the definition of *school building*, which remains defined as serving students in grades 6 through 12. Consult with the board attorney about implementing this law.

105 ILCS 5/26A-40, added by P.A. 102-466, a/k/a Ensuring Success in School Law, eff. 7-1-25, requires schools to "facilitate the full participation of students who are parents, expectant parents, or victims of domestic or sexual violence" by providing certain in-school support services. For further information, see sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

⁹ For boards that want to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendations into this policy (see f/n 4 above), insert:

1. In place of "or gender identity" as follows: "~~or~~ gender identity, or gender expression".
2. The following sentence as the second sentence of this subhead: "Students shall be supported in a manner consistent with their gender identity. This will include, but not be limited to, use of restrooms, locker rooms, and other facilities that correspond with the student's gender identity."

Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8). ¹⁰

Any student may file a ~~sexual harassment discrimination~~ complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, ~~who also serves as the District's~~ and a Title IX Coordinator.¹¹ The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures. ¹²

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

¹⁰ Districts must have a sex equity grievance procedure and must tell students that they may appeal a board's resolution of a sex equity complaint to the Regional Superintendent and, thereafter, to the State Superintendent. 23 Ill.Admin.Code §200.40. Student complaints regarding breastfeeding accommodations must also be processed in accordance with these procedures ~~as well as Title IX~~. See sample policy ~~ies~~ 2:260, *Uniform Grievance Procedure*, at f/n 9, ~~and 2:265, Title IX Grievance Procedure~~.

Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director."

¹¹ Required by regulations implementing Title IX. 34 C.F.R. §106.8(a). See f/n ~~s~~ 24 and 25 in sample policy 2:260, *Uniform Grievance Procedure*. ~~The Nondiscrimination Coordinator often also serves as the Title IX Coordinator. If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, amend this sentence to state: "The Superintendent shall appoint a Nondiscrimination Coordinator and a Title IX Coordinator."~~

¹² Required by regulations implementing Title IX. 34 C.F.R. Part 106; 23 Ill.Admin.Code §200.40. Comprehensive faculty and student handbooks can provide required notices, along with other important information, to recipients. Handbooks can be developed by the building principal but should be reviewed and approved by the superintendent and board. Faculty handbooks may contain working conditions and be subject to mandatory collective bargaining. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh.

- LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.
42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).
Ill. Constitution, Art. I, §18.
105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60, 5/10-20.63, 5/10-22.5, 5/26A, and 5/27-1.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
775 ILCS 35/5, Religious Freedom Restoration Act.
23 Ill.Admin.Code §1.240 and Part 200.
- CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:165 (School Uniforms), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Students

Harassment of Students Prohibited ¹

No person, including a School District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity²; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened

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¹ State or federal law requires this subject matter be covered by policy, controls this policy's content, and 105 ILCS 5/10-20.71 requires that every two years, each district within an Illinois county served by an accredited Children's Advocacy Center review all its existing sexual abuse investigation policies and procedures to ensure consistency with 105 ILCS 5/22-85. Each district must also have a policy on bullying. 105 ILCS 5/27-23.7, amended by P.A. 103-47; see sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

This policy's list of protected classifications aligns with the list in sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. The protected classifications are found in 105 ILCS 5/27-23.7(a), amended by P.A. 103-47; 775 ILCS 5/1-103, ~~amended by P.A.s 102-896~~; 23 Ill.Admin.Code §1.240.

The list of protected classifications in sample policy 7:10, *Equal Educational Opportunities*, is different – it does not contain the classifications that are exclusively identified in the bullying statute. 105 ILCS 5/27-23.7, amended by P.A. 103-47.

The Ill. Human Rights Act (IHRA) and an Ill. State Board of Education (ISBE) rule prohibit schools from discriminating against students on the basis of *sexual orientation* and *gender identity*. 775 ILCS 5/5-101(11); 23 Ill.Admin.Code §1.240. *Sexual orientation* is defined as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). *Gender identity* is included in the definition of sexual orientation in the Act. The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103. Additionally, *race* is defined to include traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists. 775 ILCS 5/1-103(M-5), ~~added by P.A. 102-1102~~. 775 ILCS 5/1-102(A), added *order of protection status* to its list of protected categories. IHRA's jurisdiction regarding schools as a public accommodation is specifically limited to: (1) failing to enroll an individual, (2) denying access to facilities, goods, or services, or (3) failing to take corrective action to stop severe or pervasive harassment of an individual. 775 ILCS 5/5-102.2, ~~amended by P.A. 102-1102~~. It is also a violation of IHRA if a district is aware of an employee or agent's harassment towards a student but fails to take appropriate action to stop the harassment. 775 ILCS 5/5A-101 and 102, amended by P.A. 103-472.

² See f/n 34 in sample policy 7:10, *Equal Educational Opportunities*, for a discussion about Executive Order (EO) 2019-11 establishing the Affirming and Inclusive Schools Task Force (Task Force) that made policy and administrative procedure recommendations to ISBE that are discussed in its publication *Sample District Policy and Administrative Procedures* at www.isbe.net/supportallstudents.

For boards that want to incorporate ISBE's sample policy recommendation, insert the following in place of "gender identity;": gender; gender identity (whether or not traditionally associated with the student's sex assigned at birth);

If the board inserts this option, it must also insert the options in f/ns 34 and 89 of policy 7:10, *Equal Educational Opportunities*, but note the protected statuses list in this policy is different and should not be copied from here into 7:10, *Equal Educational Opportunities*.

or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.³

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.⁴ See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with

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³ This list of examples of prohibited conduct is optional. While hate speech is not specifically mentioned in this paragraph, any hate speech used to harass or intimidate is banned. Hate speech without accompanying misconduct may be prohibited in response to actual incidents when hate speech interfered with the educational environment. West v. Derby Unified Sch. Dist., 206 F.3d 1358 (10th Cir. 2000).

⁴ Two laws apply to sexual harassment of students in Illinois. Title IX of the Education Amendments of 1972 (Title IX) and IHRA prohibits ~~discrimination on the basis of sex and sexual-based~~ harassment in any educational program or activity receiving federal financial assistance. 20 U.S.C. §1681. Title IX defines sexual harassment as conduct on the basis of sex that meets one or more of the following: (1) a district employee, ~~agent, or other authorized person~~ conditions the provision of an aid, benefit, or service on ~~an individual's~~ an individual's participation in unwelcome sexual conduct; (2) unwelcome ~~sex-based~~ conduct ~~that, based on the totality of the circumstances, is subjectively and objectively~~ determined by a reasonable person to be so severe, pervasive, and objectively offensive ~~and is so severe or pervasive~~ that it ~~limits or denies a person's ability to participate in or benefit from equal access to~~ the District's education program or activity; or (3) ~~sexual assault, dating violence, domestic violence, or stalking~~ as defined in federal law. 34 C.F.R. §106.302. See sample policy 2:265, *Title IX Grievance Procedure*, and sample exhibit 2:265-E, *Title IX Glossary of Terms*. Consult the board attorney to ensure the nondiscrimination coordinator and complaint managers are trained to appropriately respond to allegations of Title IX ~~sexual-based~~ sexual harassment. See sample procedures 2:265-AP1, *Title IX Response*, and 2:265-AP2, *Formal Title IX Complaint Grievance Process*, ~~and 2:265-AP3, Title IX Coordinator.~~

IHRA prohibits any district employee or agent from sexually harassing a student, and defines sexual harassment as any unwelcome sexual advances or requests for sexual favors made to a student, or any conduct of a sexual nature toward a student, when: (1) such conduct has the purpose of substantially interfering with the student's educational performance or creating an intimidating, hostile or offensive educational environment; or (2) the district employee or agent either explicitly or implicitly makes the student's submission to or rejection of such conduct as a basis for making various enumerated education-related determinations. 775 ILCS 5/5A-101(E).

School districts are liable for damage awards for an employee's sexual harassment of a student in limited situations. Liability occurs only when a district official who, at a minimum, has authority to institute corrective action, has actual notice of and is deliberately indifferent to the employee's misconduct. Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998). Schools are liable in student-to-student sexual harassment cases when school agents are deliberately indifferent to sexual harassment, of which they have actual knowledge that is so severe, pervasive, and objectively offensive that it can be said to deprive the victims of access to the educational opportunities or benefits provided by the school. Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999). The Ill. Dept. of Human Rights investigates charges of sexual harassment in violation of the IHRA, and it is a civil rights violation when a district fails to take remedial or disciplinary action against an employee the district knows engaged in sexual harassment. 775 ILCS 5/5A-102.

whom the student is comfortable speaking.⁵ ~~A student may choose to report to an employee of the student's same gender.~~

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.⁶ The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.⁷ ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~⁸

Nondiscrimination Coordinator:

Title IX Coordinator:

Name

Name

Address

Address

Email

Email

Telephone

Telephone

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

⁵ Using "or any employee with whom the student is comfortable speaking" ensures compliance with Title IX regulations providing that "any employee" of an elementary or secondary school who has notice of sexual harassment or allegations of sexual harassment is deemed to have *actual knowledge* which triggers a district's duty to respond. 34 C.F.R. §106.30. By including "any employee" in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

~~⁶ If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, supplement this sentence to state "The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure."~~

⁷ While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. 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.

Each district must communicate its bullying policy to students and their parents/guardians. 105 ILCS 5/27-23.7, amended by P.A. 103-47; see sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

⁸ Title IX regulations require districts to ~~designate and authorize at least one employee, referred to as the Title IX Coordinator, who is responsible for coordinating the district's compliance efforts~~ identify the name, office address, email address, and telephone number of the person who is responsible for coordinating the district's compliance efforts. 34 C.F.R. §106.8(a). For further discussion of the Title IX Coordinator, see f/n 174 in sample policy 2:265, *Title IX Grievance Procedure*. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator.

~~The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator," supplement the previous sentence to state "The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.~~

Complaint Managers:

| | |
|-----------|-----------|
| Name | Name |
| Address | Address |
| Email | Email |
| Telephone | Telephone |

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

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.⁹
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, [Title IX Coordinator](#), or a Complaint Manager.¹⁰ Any employee who fails to promptly comply may be disciplined, up to and including discharge.

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

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

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⁹ In addition to notifying students of [Board](#) policies 2:260, *Uniform Grievance Procedure*, and 2:265, *Title IX Grievance Procedure*, a district must notify them of the name, office address, email address, and telephone number of district's Title IX Coordinator. 34 C.F.R. §106.8(a). 105 ILCS 5/10-20.69 requires districts to maintain and implement an *age-appropriate* policy on sexual harassment that is included in the school district's student handbook, as well as on a district's website and, if applicable, other areas where such information is posted in each school. The law does not expressly state that the age-appropriate policy is for students; however, that is the most logical interpretation. In practice, most districts maintain a student handbook for each building. Because the law only requires one policy, this policy manages the age-appropriate requirement by directing age-appropriate explanations of the policy be included in the building-level student handbook(s). Student handbooks can be developed by the building principals, but should be reviewed and approved by the superintendent and school board. The Ill. Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh.

¹⁰ ~~If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, supplement this sentence to state "Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, [Title IX Coordinator](#), or a Complaint Manager."~~

Coordinator or designee¹¹ shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

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

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

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

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in¹² 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

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

Enforcement

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

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¹¹ “Nondiscrimination Coordinator or designee” is used where Title IX is potentially implicated. In contrast, if Title IX is likely not implicated then “Nondiscrimination Coordinator or a Complaint Manager or designee” is used (see next paragraph in policy text). If the district’s Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, delete “Nondiscrimination” and insert “Title IX” in its place.

¹² Required for districts located within a county served by an accredited Children’s Advocacy Center (CAC). Delete this subhead if your school district is within a county not served by an accredited CAC. 105 ILCS 5/22-85 (governing the investigation of an *alleged incident of sexual abuse* of any child within any Illinois counties served by a CAC). For a map of accredited CACs, and to identify a CAC that may serve your district, see www.childrensadvocacycentersofillinois.org/about/map. For further discussion see f/ns 14-16 in sample policy 5:90, *Abused and Neglected Child Reporting*.

Retaliation Prohibited

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

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

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.
42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, [5/26A](#), 5/27-1, and 5/27-23.7.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
23 Ill.Admin.Code §1.240 and Part 200.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).
West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

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

Students

School Admissions and Student Transfers To and From Non-District Schools ¹

Age [Elementary or Unit Districts only]

To be eligible for admission, a child must be five years old on or before September 1 of that school term.² A child entering first grade must be six years of age on or before September 1 of that school term.³ Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates.⁴ A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31.⁵ A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age.⁶ Early

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¹ State law requires some of the subject matter contained in this sample policy to be covered by policy and controls this policy's content. Boards must adopt a policy on school admissions (105 ILCS 5/10-21.2) and restricting a student from transferring from another school while under a suspension or expulsion from that school (105 ILCS 5/10-22.6). A *registration guidance document*, updated annually, is available from the Ill. State Board of Education (ISBE) at: www.isbe.net/Documents/guidance_reg.pdf.

² 105 ILCS 5/10-20.12. The district may, however, establish a kindergarten for children between the ages of 4 and 6 years old. 105 ILCS 5/10-22.18. Any child between the ages of 7 and 17 (unless the child has already graduated from high school) must attend public or private school, with certain exceptions allowed for physical and mental disability, lawful employment, or other reasons as specified by statute. 105 ILCS 5/26-1. The phrase "a child between the ages of 7 and 17" is liberally construed to fully carry out the true intent and meaning of the General Assembly (5 ILCS 70/1.01), which is to ensure that students graduate from high school (105 ILCS 5/26-1). Therefore, "the ages of 7-17" means a child is 17 until his or her 18th birthday.

³ Optional sentence.

⁴ 105 ILCS 5/10-20.12.

⁵ Id. Delete the first four sentences in this paragraph if the district operates a year-round school and use the following alternative:

To be eligible for admission, a child must be at least five years old within 30 days after the commencement of that school term. Based upon an assessment of the child's readiness to attend school, the District may permit him or her to attend school prior to this date. A child may also attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool and continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will attain age six within four months after the commencement of the term.

⁶ 105 ILCS 5/14-1.02 and 5/14-1.03a. An ISBE rule states: "Each school district shall be responsible for actively seeking out and identifying all children from birth through age 21 within the district (and those parentally-placed private school children for whom the district is responsible under 34 C.F.R. §300.131) who may be eligible for special education and related services." 23 Ill.Admin.Code §226.100. Note that after a child is determined to be eligible for special education services, the child must be placed in the appropriate program no later than the beginning of the next school semester. 105 ILCS 5/14-8.02; amended by P.A. 102-199.

entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*.^{7 8}

Admission Procedure

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

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate.⁹ When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent¹⁰ record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within ten days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that ten-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.¹¹

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⁷ 105 ILCS 5/14A-17, Accelerated Placement Act (APA). For high school districts, delete this sentence and the cross reference to 6:135, *Accelerated Placement Program*. See sample policy 6:135, *Accelerated Placement Program*, and sample administrative procedure 6:135-AP, *Accelerated Placement Program Procedures*, for further detail.

Attorneys disagree whether the APA conflicts with 105 ILCS 5/10-20.12 (*School year – School age*). See f/n 4 in sample policy 6:135, *Accelerated Placement Program* for a discussion about reconciling the APA and 105 ILCS 5/10-20.12. **Consult the board attorney for guidance.**

⁸ Districts should consider implementing specific and objective criteria for early admissions and address such issues as who pays the costs for assessments, etc. Using this exception defeats the age requirement rules because it only relies upon a child's readiness, regardless of his or her age.

⁹ Presenting a certified copy of a student's birth certificate is a missing children's law enforcement issue **that may not be used for denying enrollment**. See **Guidance Documents** subhead in sample administrative procedure 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*, for more information about enrollment and residency issues. Consult the board attorney if a student cannot produce a certified copy of his or her birth certificate and wishes to provide a passport, visa, or other governmental documentation of identity. To balance the tension between the missing children's laws reporting requirements and *Plyler v. Doe* (457 U.S. 202 (1982)), many attorneys advise not to report a student's failure to produce a birth certificate; however always consult the board attorney for assistance based upon the specific facts of the enrollment situation (see f/n 11 below).

¹⁰ 23 Ill.Admin.Code §375.10 states that the *student permanent record* shall include basic identifying information, including the student's name, birth date and place, and gender, and evidence required under 325 ILCS 50/5(b)(1).

¹¹ Two almost identical laws govern this requirement: Missing Children Records Act (325 ILCS 50/) and Missing Children Registration Law (325 ILCS 55/). We reconciled their differences as much as possible but chiefly used the language from the Registration Law because it has the clearest explanation. The statutory enforcement requirements, as nonsensical as they may seem, are quoted in the policy. **Important:** Schools cannot deny admission based upon immigration (illegal) status alone. Note that singling out foreign-looking students for visa requests is probably illegal discrimination. See *Plyler v. Doe*. See also f/n 18 below.

2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.¹²

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year.¹³ Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.¹⁴

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment.¹⁵ Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of

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According to the Ill. State Police, a certified copy of the student's birth certificate is the only acceptable proof of the child's identity and age. 20 Ill.Admin.Code §1290.60(a). For more discussion about acceptable proof of identity, see f/n 1 in sample administrative procedure 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*. The Missing Children Records Act requires schools to make prompt copies of these certified copies. 325 ILCS 50/5(b)(1). Once made, schools need not request another certified copy with respect to that child for any other year in which the child is enrolled in that school or other entity. *Id.* While the Act does not mandate where the copy should be kept, it is appropriate for placement in the student's permanent record. See 23 Ill.Admin.Code §375.10 and f/n 10, above. The school person who receives the copy of the certified birth certificate should initial and date the document. That way, if there is a question or an investigation (which can happen even years after enrollment) there will not be an issue as to who received the document and the date it was processed.

A district must also *flag* a student's record on notification by the State police of the student's disappearance and report to the State police any request for a *flagged* student record. 325 ILCS 50/3, 50/5.

¹² Each school must maintain records for each student that reflect compliance with the examinations and immunizations required by 105 ILCS 5/27-8.1 and 23 Ill.Admin.Code §1.530(a). A Tuberculosis skin test is required if the student lives in an area designated by the Ill. Dept. of Public Health as having a high incidence of Tuberculosis. [105 ILCS 5/27-8.1\(1\)](#).

¹³ [105 ILCS 5/22-70](#) This paragraph is optional in the policy; it reflects the requirements of State and federal law. P.A. 99-30 repealed the Military Compact Act at 105 ILCS 5/22-65 because of the Educational Opportunity for Military Children Act (EOMCA, 105 ILCS 70/); this exact language is not contained in the recoded EOMCA. Districts must report this enrollment information as aggregate data to ISBE. *Id.*

¹⁴ ~~Optional.~~ The [Educational Opportunity for Military Children Act \(105 ILCS 70/\)](#) further details enrollment and entrance requirements for children of active military personnel. 105 ILCS 70/33. After enrollment, the law allows a district to perform evaluations to ensure appropriate placement of the student. Course, program, graduation, extracurricular(s), and other placement options for this student population are further discussed in sample administrative procedure 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*.

¹⁵ Required by Education for Homeless Children Act (105 ILCS 45/) and the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 *et seq.*). See §11432(g)(3)(C)(i).

Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law.¹⁶

Student Transfers To and From Non-District Schools¹⁷

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term

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¹⁶ Required by 105 ILCS 5/10-20.59, ~~amended by P.A. 102-199~~. These liaisons must be licensed under Article 21B of the School Code. 105 ILCS 5/10-20.59, ~~amended by P.A. 102-199~~, directs how employees are prioritized for liaison appointment. Liaisons are “encouraged to build capacity and infrastructure within their school district to support students in the legal custody of the Department of Children and Family Services.” Schools are required to give DCFS liaisons certain notices, records, and meeting invitations. See 105 ILCS 5/10-20.77, ~~added by P.A. 102-199~~ (notice and invitation to attend parent-teacher conferences and other meetings); 105 ILCS 5/10-21.8, ~~amended by P.A. 102-199~~ (copies of correspondence and reports upon request of DCFS); 105 ILCS 5/13B-60.10 (notice and invitation to attend alternative learning opportunities program conference); 105 ILCS 5/14-8.02, ~~amended by P.A. 102-199~~ (notices related to special education); 105 ILCS 10/, ~~amended by P.A. 102-199~~ (student records). See sample administrative procedure 7:340-AP1, *School Student Records*, for more information regarding DCFS access to the student records of children in its legal custody. The law does not specifically require that a district’s DCFS liaison perform these duties; this policy assigns them to the liaison because they logically fit within the responsibilities outlined in 105 ILCS 5/10-20.59, which may include:

1. Streamlining the enrollment process for students in foster care;
2. Implementing student data tracking and monitoring mechanisms;
3. Ensuring that students in DCFS custody receive all school nutrition and meal programs available;
4. Coordinating student withdrawal from a school, record transfers, and credit recovery;
5. Becoming experts on the foster care system and State laws and policies in place that support students in DCFS custody;
6. Coordinating with child welfare partners;
7. Providing foster care-related information and training to the district;
8. Working with DCFS to help students maintain their school placement, if appropriate;
9. Reviewing student schedules to ensure students are on track to graduate;
10. Encouraging a successful transition into adulthood and post-secondary opportunities;
11. Encouraging involvement in extracurricular activities; and
12. Knowing what support is available within the district and community for students in DCFS custody.

¹⁷ 105 ILCS 5/2-3.13a requires each transferor (original) school to keep documentation of transfers in the student’s record. It also requires “notification [by the transferee (recipient) school] of the transfer on or before July 31 following the school year during which the student withdraws from the transferor school or school district or the student shall be counted in the calculation of the transferor school’s or school district’s annual student dropout rate.” ISBE rule, 23 Ill.Admin.Code §375.75(e), is consistent with this requirement. The rule also requires the transferring school or district to maintain any documentation of the student’s transfer, including records indicating the school or school district to which the student transferred, in that student’s temporary record. [Id.](#)

Out-of-state transfer students, including children of military personnel, may use unofficial transcripts for admission to a school until official transcripts are obtained from the student’s last school district. 105 ILCS 10/8.1 and 70/32. See also sample administrative procedure 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*.

A board has two basic options for students transferring into the district who are serving a suspension or expulsion. Under option one, it may comply with the minimum requirements of 105 ILCS 5/2-3.13a by refusing to allow a student transferring from any public school to attend classes until the period of any suspension or expulsion has expired when the penalty was for: (1) knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act; (2) knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis; or (3) battering a staff member of the school. Under option two, a board may require a student who was suspended or expelled for *any* reason from any public or private school in this or any other state to complete the entire term of the suspension or expulsion before being admitted to the school district. The sample policy uses the second, more simple, more comprehensive alternative.

of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Foreign Students [High School or Unit Districts only] 18

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A board may adopt a policy providing that if a student is suspended or expelled for any reason from any school, anywhere, the student must complete the suspension's or expulsion's entire term in an alternative school program under Article 13A (105 ILCS 5/13A, amended by P.A. 103-473) or an alternative learning opportunities program under Article 13B (105 ILCS 5/13B) before being admitted into the school district if there is no threat to the safety of students or staff in the alternative program. 105 ILCS 5/2-3.13a and 5/10-22.6(g), amended by P.A. 102-466, a/k/a Ensuring Success in School (ESS) Law, eff. 7-1-25. If a board adopts such a policy, it must allow for the consideration of any mitigating factors (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A). 105 ILCS 5/10-22.6(g), amended by P.A. 102-466, a/k/a ESS Law, eff. 7-1-25. If a board wants to provide for this alternative, it may add the following to either of the above options and add 105 ILCS 5/26A to the Legal References:

The Superintendent is authorized to allow a student who was suspended or expelled from any public or private school to be placed in an alternative school program established under Article 13A of the School Code or an alternative learning opportunities program established under Article 13B of the School Code for the remainder of the suspension or expulsion. When determining whether to authorize such placement, the Superintendent shall consider any mitigating factors relating to the suspension or expulsion, including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A.

18 Generally, a citizen of a foreign country who wishes to enter the U.S. must first obtain either: (1) a nonimmigrant visa (for temporary stay for tourism, medical treatment, business, temporary work, or study), or (2) an immigrant visa for permanent residence. Common visas presented by foreign students are:

1. J-1 nonimmigrant visas for participants in educational and cultural exchange programs designated by the U.S. Dept. of State (DOS), Exchange Visitor Program, and Designation Staff. These students are enrolled provided they otherwise qualify for admission. For information about J-1 visas and the Exchange Visitor Program, see j1visa.state.gov/programs.
2. F-1 nonimmigrant student visa. F-1 visas are not issued for attendance at an elementary or middle school (K-8). Before obtaining an F-1 student visa, the individual must submit evidence that the school district has been reimbursed for the unsubsidized per capita cost of the education. These students are enrolled provided they otherwise qualify for admission. However, attendance at U.S. public high schools cannot exceed a total of 12 months.
3. B-2 visitor nonimmigrant visas. There is disagreement over whether these students must be enrolled tuition free. Their *visitor* visa is evidence of nonresident status. Call the district's attorney for guidance.
4. The qualified school-age child of an alien who holds another type of visa, i.e., A, E, H, I, L, etc., other than a visitor visa. These students are enrolled provided they otherwise qualify for admission. Likewise, dependents of foreign nationals on long-term visas are enrolled provided they otherwise qualify for admission.
5. No immigration documentation. *Plyler v. Doe*. A school cannot deny admission based upon immigration (illegal) status alone. Note that singling out foreign-looking students for visa requests is probably illegal discrimination. Thus, undocumented aliens are enrolled, provided they otherwise qualify for admission.
6. Immigrant visa. These students are enrolled provided they otherwise qualify for admission.

The Student and Exchange Visitor Information System (SEVIS) is an Internet-based system that provides tracking and monitoring, with access to accurate and current information on nonimmigrant students (F and M visas) and exchange visitors (J visa), and their dependents (F-2, M-2, and J-2). See §641, Illegal Immigration Reform and Immigrant Responsibility Act, Section 641-8, U.S.C. §1372(c)(2), implemented by 8 C.F.R. §214.1(h), is an exception to the Family Educational Rights and Privacy Act (20 U.S.C. §1232g) authorizing and requiring districts to report information concerning an F, J, or M nonimmigrant to the extent necessary to comply with 8, U.S.C. §1372 and 8 C.F.R. §214.3(g) to certify these students for enrollment. See 8 C.F.R. §214.1(h). SEVIS enables schools and program sponsors to transmit electronic information and event notifications, via the Internet, to the U.S. Dept. of Homeland Security (DHS) and DOS throughout a student's or exchange visitor's stay. SEVIS will provide system alerts, event notifications, and reports to the end-user schools and programs, as well as for DHS and DOS offices.

According to federal regulations, students who apply for F-1, M-1, F-3, J-1, or M-3 visas must pay a fee to the DHS. The regulations describe when and how the fee is to be paid, who is exempt from the fee, and the consequences for failure to pay, 8 C.F.R. Parts 103, 214, and 299.

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition. ¹⁹

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate.²⁰ F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

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

Re-enrollment ²¹ [*High School or Unit Districts only*]

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

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¹⁹ State law allows, but does not require, boards to waive nonresident tuition for these students. 105 ILCS 5/10-22.5a, amended by P.A. 102-126.

²⁰ Exchange students on F-1 visas must pay the full-unsubsidized public education costs before entering the U.S. 8 U.S.C. §1101(a)(15)(F); 8 U.S.C. §1184(m). Boards may not waive the fee.

²¹ 105 ILCS 5/26-2(b). The requirements in this section are provided in State law, that is: (1) it is mandatory that a district deny re-enrollment as provided in this section; (2) it is permissive whether to enroll the individual in a district graduation incentives program or alternative learning opportunities program (although depending on circumstances, a student below the age of 20 may be entitled to enroll in a graduation incentives program); (3) it is mandatory to provide due process before denying re-enrollment; (4) it is mandatory to offer the individual who is denied re-enrollment counseling and to direct that person to alternative educational programs; and (5) it is mandatory that this section not apply to students eligible for special education.

105 ILCS 5/26-2(c) allows a district to deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum academic or attendance standards if certain conditions are met. See sample policy 7:70, *Attendance and Truancy*.

- LEGAL REF.: 8 U.S.C. §1101 [et seq.](#), Illegal Immigrant and Immigrant Responsibility Act of 1996.
20 U.S.C. §1232g, Family Educational Rights and Privacy Act.
20 U.S.C. §1400 [et seq.](#), Individuals With Disabilities Education Improvement Act.
29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.
42 U.S.C. §11431 [et seq.](#), McKinney-Vento Homeless Assistance Act.
105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-20.59, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2, [and](#) 5/27-8.1.
105 ILCS 10/8.1, Ill. School Student Records Act.
105 ILCS 45/, Education for Homeless Children Act.
105 ILCS 70/, Educational Opportunity for Military Children Act.
325 ILCS 50/, Missing Children Records Act.
325 ILCS 55/, Missing Children Registration Law.
410 ILCS 315/2, Communicable Disease Prevention Act.
20 Ill.Admin.Code Part 1290, Missing Person Birth Records and School Registration.
23 Ill.Admin.Code Part 226, Special Education.
23 Ill.Admin.Code Part 375, Student Records.
- CROSS REF.: 4:110 (Transportation), 6:30 (Organization of Instruction), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:340 (Student Records)

Students

Residence¹

Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law.² A student's residence is the same as the person who has legal custody of the student.³

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or affidavit stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.⁴

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.⁵

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military

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¹ State or federal law controls this policy's content. For a resource, see the Ill. State Board of Education's non-regulatory guidance, *Residency & Enrollment, Immigrant Pupils, Homeless Pupils and School Fees & Waivers* at www.isbe.net/Pages/Student-Registration-and-Enrollment-Guidance.aspx.

² In certain cases, no tuition may be charged for nonresident children placed: (1) by the Ill. Dept. of Children and Family Services (DCFS) with a foster parent or child care facility, (2) by DCFS with a foster parent, child care facility, relative caregiver or non-custodial parent, as part of a safety plan (105 ILCS 5/10-20.12b, amended by P.A. 103-629); or (23) with a person who (i) has temporary custody of a child of a person who is on active military duty, and (ii) is responsible for making decisions for that child (105 ILCS 70/).

³ In the case of divorced or divorcing parents, the Ill. Marriage and Dissolution of Marriage Act (IMDMA), 750 ILCS 5/, provides that "for purposes of Section 10-20.12b of the School Code only, the parent with the majority of parenting time is considered to have legal custody." See 750 ILCS 5/606.10. See also the Ill. Council of School Attorneys' Answers to FAQs Regarding Students with Divorced or Divorcing Parents, at: www.iasb.com/IASB/media/Documents/FAQDivorcedorDivorcingParents.pdf. The IMDMA also requires a *parenting plan* that sets forth a child's residential address for school enrollment purposes. 750 ILCS 5/602.10(f)(6). **Consult the board attorney when the residential address set forth in a parenting plan is not the address of the parent with the majority of parenting time.**

⁴ 105 ILCS 5/10-20.12b. In order to establish residence, a school district may not require a parent to transfer custody/guardianship to the person with whom the child is living. *Israel S. by Owens v. Bd. of Educ. of Oak Park and River Forest High Sch. Dist. 200*, 235 Ill.App.3d 652 (5th Dist. 1992). See also *Joel R. v. Bd. of Educ. of Manheim Sch. Dist. 83*, 292 Ill.App.3d 607 (1st Dist. 1997).

⁵ 105 ILCS 5/10-20.12a(a).

service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school. ⁶

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within six months after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition. ⁷

Residence of Students with Disabilities ⁸

The residence of a child with a disability is determined in accordance with 105 ILCS 5/14-1.11, 5/14-1.11a, and 5/14-1.11b.

Requests for Nonresident Student Admission ⁹

Nonresident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for nonresident admission. The Superintendent may approve the request subject to the following: ¹⁰

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law. ¹¹
4. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

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⁶ 105 ILCS 5/10-20.12b(a-5).

⁷ 105 ILCS 5/10-22.5a(a-5), ~~amended by P.A. 102-126~~. Military personnel must provide proof that the child will be living within the district within six months after the date of initial enrollment. Proof of residency may include postmarked mail addressed to the military personnel and sent to an address located within the district, a lease agreement for occupancy of a residence located within the district, or proof of ownership of a residence located within the district.

⁸ When special education services are provided, a student's resident district is determined by 105 ILCS 5/14-1.11 (when the resident district is the district in which the parent/guardian resides), 14-1.11a, amended by P.A. ~~402-514~~[103-676](#) (when the resident district is the district in which the student resides), and 14-1.11b (applying the provisions of 105 ILCS 5/14-1.11 and 14-1.11a to determine the resident district in all cases in which special education services and facilities are provided).

⁹ Optional. A district that wants to include this subhead should specify and customize the listed criteria to match local conditions. Consult the board attorney regarding cost exceptions that may be applicable to specific student populations such as students with disabilities.

¹⁰ 105 ILCS 5/10-20.12a(a), amended by P.A. ~~s~~ [103-111](#) and [103-780](#), allows boards to adopt a policy to waive nonresident tuition if the student is the child of a district employee. A *child* means a district employee's child who is a biological child, adopted child, foster child, stepchild, or a child for which the employee serves as legal guardian. *Id.* If a board wishes to accept requests from district employees for their nonresident children to attend school in the district on a tuition-free basis, insert the following language as its own paragraph after the numbered list:

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

¹¹ 105 ILCS 5/10-20.12a specifies a formula for calculating the maximum amount a district can charge nonresident students.

Admission of Nonresident Students Pursuant to an Agreement or Order ¹²

Nonresident students may attend District schools pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
3. According to an intergovernmental agreement, including, but not limited to, an agreement for interdistrict transfer of students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A.
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency.¹³ School Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Challenging a Student's Residence Status ¹⁴

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a nonresident of the District for whom tuition is required to be charged, he or she on behalf of the School Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District¹⁵ and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, 105 ILCS 5/10-20.12b.

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¹² The agreement described in #1 is optional (105 ILCS 5/10-22.5a(a)) and districts are not required to enter into such agreements nor to alter existing transportation services due to the attendance of such nonresident students. The agreement described in #2 is optional (105 ILCS 5/10-22.5a(a)); districts should be sure it is consistent with sample policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.

An example of an agreement described in #3 is one to accept nonresident students; entering into such an agreement is optional. Nonresident students may include students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *Ensuring Success in School Law*, eff. 7-1-25. Interdistrict transfer is not required by Article 26A, but including language about it in this policy is recommended in the 2024 Ensuring Success in School (ESS) Task Force Report to the Governor and the General Assembly, available here: www.isbe.net/Documents/ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. For further information about the 2024 ESS Task Force, see f/n 1 in sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

¹³ Required by 105 ILCS 45/ and the McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 *et seq.* See §11432 (g)(3)(C)(i).

¹⁴ *Id.* See sample administrative procedure 7:60-AP1, *Challenging a Student's Residence Status*, for sample procedures implementing this paragraph.

¹⁵ 105 ILCS 5/10-20.12b.

LEGAL REF.: 42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
105 ILCS 5/10-20.12a, 5/10-20.12b, 5/10-22.5, 5/10-22.5a, 5/14-1.11, 5/14-1.11a,
~~and~~ 5/14-1.11b, and 5/26A.
105 ILCS 45/, Education for Homeless Children Act.
105 ILCS 70/, Educational Opportunity for Military Children Act.
23 Ill.Admin.Code §1.240.
Israel S. by Owens v. Bd. of Educ. of Oak Park and River Forest High Sch. Dist.
200, 235 Ill.App.3d 652 (5th Dist. 1992).
Joel R. v. Board of Education of Manheim School District 83, 292 Ill.App.3d 607
(1st Dist. 1997).
Kraut v. Rachford, 51 Ill.App.3d 206 (1st Dist. 1977).

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

Draft

Students

Attendance and Truancy¹

Compulsory School Attendance²

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age.

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

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student),³ attendance at a verified medical or therapeutic

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¹ State law requires boards to adopt a policy covering some of the topics herein and controls this policy's content. 105 ILCS 5/22-92, ~~added by P.A. 102-157 and renumbered by P.A. 102-813~~; 23 Ill.Admin Code Part 207. Any school receiving public funds must develop and annually communicate to its students and their parents/guardians an absenteeism and truancy policy. *Id.* The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook* (MSH), at: www.ilprincipals.org/msh/.

This policy must be updated every two years and filed with the Ill. State Board of Education (ISBE) and the regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate]. 105 ILCS 5/22-92(b), ~~added by P.A. 102-157 and renumbered by P.A. 102-813~~; 23 Ill.Admin.Code §207.30(a). 105 ILCS 5/3-0.01 states that any references to *regional superintendent* include the chief administrative officer of Intermediate Service Centers established under 105 ILCS 5/2-3.62. See the **Monitoring** subhead and f/n 21, below.

² 105 ILCS 5/26-2 addresses enrolled students below or over set compulsory attendance ages. The law also requires any persons having custody or control of a child who is enrolled in grades kindergarten through 12 in the public school to cause the child to attend school.

105 ILCS 5/26-1, ~~amended by P.A.s 102-406, 102-266, 102-321, and 102-981~~, contains the compulsory school age exemptions. Each listed exception is specifically included in the statute, except the reference to *home school*. See sample policy 7:40, *Nonpublic School Students, Including Parochial and Home-Schooled Students*, regarding assigning students who enroll from a non-public school. See sample policy 6:150, *Home and Hospital Instruction*, regarding providing instruction to a pregnant student or other student who is medically unable to attend school.

³ 105 ILCS 5/26-1 and 5/26-2a, ~~amended by P.A.s 102-266 and 102-321~~. A student may be absent for mental or behavioral health for up to five days without providing a medical note, and the student must be given an opportunity to make up any missed school work. *Medical note* is not defined, but the same portion of the statute discusses a student's inability to attend school due to a disability being certified by an Illinois licensed physician, chiropractic physician, advanced practice registered nurse, or physician assistant; presumably, any of these individuals could provide a *medical note*. After the second mental health day used, the student may be referred to the appropriate school support personnel. *Id.* See sample policy 7:250, *Student Support Services*.

appointment (including a victim services provider),⁴ observance of a religious holiday, death in the immediate family, attendance at a civic event,⁵ family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee.⁶ For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence.⁷ Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.⁸

Absenteeism and Truancy Program

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

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⁴ 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25.

⁵ 105 ILCS 5/26-1 and 5/26-2a, ~~amended by P.A. 102-981~~. Subject to ISBE guidelines, a middle or high school student shall be permitted one school day-long excused absence per school year to engage in a *civic event*, defined as “an event sponsored by a non-profit organization or governmental entity that is open to the public. *Civic event* includes, but is not limited to, an artistic or cultural performance or educational gathering that supports the mission of the sponsoring non-profit organization. Schools may require students to provide an appropriate administrator with reasonable advance notice of the intended absence and documentation of participation.

⁶ 105 ILCS 5/22-92(a)(1), ~~added by P.A. 102-157 and renumbered by P.A. 102-813~~, requires a policy with a definition of valid cause for absence in accordance with 105 ILCS 5/26-2a. These reasons are in 105 ILCS 5/26-2a except that (1) “other reason as approved by the Superintendent,” and (2) absences for students to vote authorized by 10 ILCS 5/7-42 and 5/17-15 were added. An ISBE rule requires that the absenteeism and truancy policy define valid causes for absence. 23 Ill.Admin.Code §1.290.

For elementary districts, delete the following phrase from the second sentence of this paragraph: “~~voting pursuant to policy 7:90, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15),~~” and delete 7:90, *Release During School Hours*, from the Cross References.

For high school and unit districts that do not wish to include the **Voting** subhead in policy 7:90, *Release During School Hours*, amend the second sentence of this paragraph as follows: “~~policy 7:90, *Release During School Hours* (the Election Code, 10 ILCS 5/7-42 and 5/17-15),~~” and delete 7:90, *Release During School Hours* from the Cross References.

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

⁸ See f/n 3. In addition, 105 ILCS 5/10-20.78, ~~added by P.A. 102-471 and renumbered by P.A. 102-813~~, requires a written policy related to absences and missed homework or classwork assignments as a result of or related to a student's pregnancy. It makes sense to apply such a policy to all students who are absent for a valid cause.

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.⁹
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.¹⁰
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.¹¹
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.¹²
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.¹³
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, ~~or~~ and information about available community ~~agency~~ services relevant to such

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⁹ Any child "necessarily and lawfully employed" may be exempted from attendance by the superintendent "on certification of the facts by and the recommendation of the school board." 105 ILCS 5/26-1. The policy's language serves to delegate this "certification of the facts" to the superintendent or designee. The following option allows a board to consider and include specific criteria in the policy:

A student may be excused, at the Superintendent's discretion, when: (1) the student has a last period study hall, (2) the parent/guardian provides written permission, (3) the student's employer provides written verification of employment, (4) the student provides evidence of a valid work permit, or (5) other reason deemed justifiable by the Superintendent.

Child Labor laws include: 29 C.F.R. Part 570 (minimum age standards, occupations, conditions, etc.); [Child Labor Law of 2024](#), 820 ILCS 206-205/, amended by P.A. 102-32 and 103-201, eff. 1-1-24 added by P.A. 103-721 (~~child labor law~~); 56 Ill.Admin.Code Part 250 (child labor regulations). To streamline the employment certificate process for minors, the Ill. Dept. of Labor (IDOL) has a paperless certification system for districts to provide IDOL with the name and contact information of the superintendent or designee as the *issuing officer*. The *school issuing officer* will then be granted access to electronically complete and submit either the IDOL's *Employment Certificate Form* or *Temporary Employment Certificate Form*, at: www2.illinois.gov/idol/Laws-Rules/FLS/Pages/Employment-Certificates-Minors.aspx.

¹⁰ 105 ILCS 5/26-1. A student must notify the building principal or other administrator at least two days prior to the absence providing the date, time, and location of the military honors funeral. This requirement may be waived if the student did not receive notice at least two days in advance, but the student shall notify the administration as soon as possible of the absence.

A student whose absence is excused to sound *Taps* shall be counted in attendance for purposes of calculating the average daily attendance of students in the district. The district must allow the student reasonable time to make up school work and if school work is satisfactorily completed, the day of absence is counted as an attendance day for the student.

¹¹ 105 ILCS 5/26-1. Such a student must be granted five days of excused absences in any school year and, at the board's discretion, may be granted additional excused absences to visit the student's parent/guardian. The student and his/her parent/guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence and for ensuring that such assignments are completed by the student prior to his/her return to school from the excused absence period. Id.

¹² This notification is required by 105 ILCS 5/26-3b. Delete for high school districts.

¹³ 105 ILCS 5/22-92(a)(2), ~~added by P.A. 102-157 and renumbered by P.A. 102-813.~~

students' needs.¹⁴ See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.

8. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.¹⁵
9. Reasonable efforts to provide ongoing professional development to ~~teachers, administrators~~all school personnel, Board members, and school resource officers, ~~and staff~~ on the appropriate and available supportive services for the promotion of student attendance and engagement.¹⁶
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.¹⁷
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.¹⁸

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¹⁴ Id. at (3), ~~added by P.A. 102-157 and renumbered by P.A. 102-813~~. The School Code references to dropout prevention include: 105 ILCS 5/26-3a (regional superintendent activities and annual report); 105 ILCS 5/10-20.25a (annual report by boards); and 105 ILCS 5/1A-4(E), ~~amended by P.A. 102-894~~ (ISBE report).

¹⁵ 105 ILCS 5/22-92(a)(4), ~~added by P.A. 102-157 and renumbered by P.A. 102-813~~, requires the incorporation of provisions relating to chronic absenteeism in accordance with 105 ILCS 5/26-18. 105 ILCS 5/26-18 requires districts to collect and review chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. 105 ILCS 5/26-18(c). The review must include an analysis of chronic absence data from each attendance center. Id. Districts are also encouraged to: (1) provide a system of support to students at risk of reaching or exceeding chronic absence levels, i.e., those available through the Illinois Multi-tiered Systems of Support Network; and (2) make resources available to families, i.e., those available through ISBE's Family Engagement Framework, to support and engage students and their families. 105 ILCS 5/26-18(d). *Chronic absence* means "absences that total 10% or more of school days of the most recent school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student." 105 ILCS 5/26-18(a). In contrast, a *chronic or habitual truant* is "a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days." 105 ILCS 5/26-2a.

¹⁶ 105 ILCS 5/10-22.6(c-5), ~~amended by P.A. 103-896~~.

¹⁷ Use this alternative for districts in suburban Cook County: replace "Regional Office of Education" with "appropriate Intermediate Service Center."

¹⁸ 105 ILCS 5/26-9 requires school officers and superintendents to assist truant officers. A minor who is reported by the regional superintendent as a chronic truant may be adjudicated a "truant minor in need of supervision" if the minor declines or refuses to fully participate in truancy intervention services. 705 ILCS 405/3-33.5, amended by P.A.s ~~102-456 and 103-379~~. Truant minors in need of supervision may be required by the court to perform reasonable public service that does not interfere with school hours, school-related activities, or work commitments of the minor or the minor's parent, guardian, or legal custodian. Id. Fees or costs may not be ordered or imposed in contempt proceedings related to the minor's adjudication as a truant minor in need of supervision. Id.

12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.¹⁹
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.²⁰
[For high school and unit districts only]
14. A process for a 17-year-old resident to participate in the District's various programs and resources for truants.²¹ The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
15. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.²²

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Counties may regulate truants by ordinance and impose fines and/or community services on truants, as permitted by law, or, if the truant is under 10 years of age, on the parent or custodian. 55 ILCS 5/5-1078.2; 55 ILCS 5/5-1101.3, amended by P.A. 103-379. Municipalities may regulate truants by ordinance and impose fines and/or community services on truants, as permitted by law, or, if the truant is under 13 years of age, on the parent or custodian. 65 ILCS 5/11-5-9. Local officials or authorities that enforce, prosecute, or adjudicate municipal ordinances adopted under 65 ILCS 5/11-5-9, or that work with school districts to address truancy problems, are designated as: (a) part of the juvenile justice system, established by the Juvenile Court Act of 1987, and (b) *juvenile authorities* within the definition set forth in subsection (a)(6.5) of Section 10-6 of the Ill. School Student Records Act. 105 ILCS 10/6(a)(6.5). *Id.* **A superintendent should consult with the board attorney before disclosing school student records to non-district entities.** See 7:340-AP1, *School Student Records*, for a sample procedure for release of such records to juvenile authorities.

Passed in response to a [ProPublica article](http://www.propublica.org/series/the-price-kids-pay) series entitled The Price Kids Pay, at: www.propublica.org/series/the-price-kids-pay, P.A. 103-379 restricts the ability of the juvenile courts and certain county boards to assess fines, fees, assessments, and costs to minors and the minor's parents/guardians, subject to the minor's adjudication under various ordinances and statutes.

¹⁹ 105 ILCS 5/26-12 prohibits punitive action "unless available supportive services and other school resources have been provided to the student." In addition, "a truant minor may not be expelled for nonattendance unless he or she has accrued 15 consecutive days of absences without valid cause and the student cannot be located by the school district or the school district has located the student but cannot, after exhausting all available supportive services, compel the student to return to school." *Id.*

²⁰ 105 ILCS 5/26-3a requires the district to "establish, in writing, a set of criteria for use by the local superintendent of schools in determining whether a pupil's failure to attend school is the result of extraordinary circumstances, including but not limited to economic or medical necessity or family hardship."

This statute also requires the "clerk or secretary" of the board to quarterly report to the regional superintendent and Secretary of State the identity of students who were removed from the regular attendance roll, exclusive of transferees, because they were expelled; have withdrawn; left school; withdrew due to extraordinary circumstances; have re-enrolled in school since their names were removed from the attendance rolls; were certified to be chronic or habitual truants; or were previously certified as chronic or habitual truants who have resumed regular school attendance. The statute provides that the status of a driver's license or instructional permit will be jeopardized for a student who is the subject of this notification because of non-attendance unless the non-attendance is due to extraordinary circumstances as determined by the local district. State Superintendent Koch announced in his *Weekly Message*, 8-28-07, see **Funding & Disbursements** subhead, p.2, at: www.isbe.net/Documents_Superintendent_Weekly_Message/message_082807.pdf, that ISBE is delaying implementing this statute based upon legal guidance from the U.S. Dept. of Education's Family Policy Compliance Office that its implementation would violate the federal Family Educational Rights and Privacy Act.

²¹ A district must allow this participation; the length of the drop-out period and the documentation requirement contained in the next sentence are permissive. 105 ILCS 5/26-14.

²² Optional, but provided in 105 ILCS 5/26-2(c)(3); ISBE's rule controls the appeal process, 23 Ill.Admin.Code §1.242.

Monitoring-Updating ²³

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

LEGAL REF.: 105 ILCS 5/22-92 and 5/26-1 through 5/26-3, 5/26-5 through 5/26-16, ~~and 5/26-18,~~
and 5/26A.
705 ILCS 405/3-33.5, Juvenile Court Act of 1987.
23 Ill.Admin.Code §§1.242 and Part 207.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

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²³ 105 ILCS 5/22-92(b), ~~added by P.A. 102-157 and renumbered by P.A. 102-813.~~ Every two years this policy must be updated and, even if no updates are made, filed with ISBE and the regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate]. Id.; 23 Ill.Admin.Code §207.30. The policy must contain all requirements of 105 ILCS 5/22-92, indicate the date of adoption (by month, day, and year) and any revision dates, and be filed electronically by September 30 each review year through ISBE's Web Application Security (IWAS) system. 23 Ill.Admin.Code §§207.20(a), 207.30(a). If, after review and re-evaluation of the policy, the district determines that no updates are necessary, either a copy of board minutes clearly indicating the policy was re-evaluated and no changes were deemed necessary or a signed statement from the board president indicating the policy was re-evaluated and no changes were deemed necessary must be submitted to IWAS. 23 Ill.Admin.Code §207.30(a)(3). ISBE has stated that for districts that update the adoption date listed on a policy whenever the policy is updated, the date of adoption is sufficient to also indicate the revision date. See ISBE *Absenteeism and Truancy Policy FAQ*, at: www.isbe.net/Documents/Absenteeism-Truancy-Policy-FAQ.pdf.

Students

Prevention of and Response to Bullying, Intimidation, and Harassment¹

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

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with

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¹ All districts must have a policy on bullying, monitor it, review and re-evaluate it, and file it with the Ill. State Board of Education (ISBE) every two years, no later than September 30 of the review year. 105 ILCS 5/27-23.7, amended by P.A. ~~s.102-894 and~~ 103-47; 23 Ill.Admin.Code §1.295. The policy must be based on ISBE's template for a model bullying prevention policy (available at www.isbe.net/Documents/Model-Bullying-Prevention-Policy.pdf), contain all requirements of 105 ILCS 5/27-23.7, indicate the date of adoption (by month, day, and year), and be filed electronically each review year through ISBE's IWAS system. 105 ILCS 5/27-23.7(d), amended by P.A. 103-47; 23 Ill.Admin.Code §1.295(b), (c). ISBE monitors policy implementation, including by providing technical assistance upon receipt of an allegation by a parent/guardian that a school or district has not substantially complied with its bullying policy. 23 Ill.Admin.Code §1.295(e), (f). If a district fails to file its policy by the deadline or submits a deficient policy, ISBE will provide a written request for filing and provide the district with technical assistance and resources to assist it in meeting bullying policy requirements and, as appropriate, notify the district's regional office of education or intermediate service center. 105 ILCS 5/27-23.7(d), ~~amended by P.A. 102-894~~; 23 Ill.Admin.Code §1.295(g). If the district still fails to file its policy within 14 days of receipt of ISBE's written request, ISBE shall issue a letter of non-compliance (23 Ill.Admin.Code §1.295(e)(3)) and publish notice of non-compliance on its website (105 ILCS 5/27-23.7(g)(3)).

This sample policy's first paragraph allows a school board to consider its goals for preventing bullying and remedying its consequences; it may be amended.

In addition to a bullying prevention policy, all districts must have a policy on student behavior. 105 ILCS 5/10-20.14; 23 Ill.Admin.Code §1.280. Boards must, in consultation with their parent-teacher advisory committees and other community-based organizations, address aggressive behavior, including bullying, in their student behavior policy. See sample policy 7:190, *Student Behavior*, and sample exhibit 7:190-E1, *Aggressive Behavior Reporting Letter and Form*.

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. See f/n 9, below.

Additionally, 105 ILCS 5/27-23.7(f), added by P.A. 103-47, requires districts to collect non-identifiable data regarding verified allegations of bullying within the District and submit it in an annual report to ISBE by no later than August 15 of each year, beginning with the 2024-25 school year through the 2030-31 school year. ISBE rules for data submission require that data be submitted electronically on a form approved by ISBE and include: (1) a record of each verified allegation of bullying and action taken; (2) whether the instance of bullying was based on actual or perceived characteristics identified in 105 ILCS 5/27-23.7(a) and, if so, lists the relevant characteristics; and (3) a record demonstrating that the district adhered to its bullying policy. 23 Ill.Admin.Code §1.295(h). See www.isbe.net/Pages/Bullying-Prevention.aspx for ISBE's *Racism-Free Schools Law and Bullying Prevention Data Collection Guidance* (8-7-24) and *Bullying Racism Free Schools Data Collection Template*.

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: ²

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

Definitions from 105 ILCS 5/27-23.7 ³

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

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

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

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

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² This paragraph and its subparts 1-4 are from the bullying prevention statute. 105 ILCS 5/27-23.7(a); see also 775 ILCS 5/1-103 and 23 Ill.Admin.Code §1.240. With the exception of order of protection status, the protected statuses are mandated by the bullying prevention statute. *Order of protection status* is not a basis for bullying in 105 ILCS 5/27-23.7, amended by P.A. ~~s-102-894~~ and 103-47, but it is listed here because the Ill. Human Rights Act (IHRA) prohibits harassment based on *order of protection status*. 775 ILCS 5/1-103(K-5), (Q). Including *order of protection status* in the list of protected statuses aligns with the protected statuses listed in sample policy 7:20, *Harassment of Students Prohibited*.

³ All definitions are directly from 105 ILCS 5/27-23.7. See also resources from Cyberbullying Research Center, available at: www.cyberbullying.org/, and the U.S. School Safety Clearinghouse website at: www.SchoolSafety.gov, discussed in f/n 1, para. 3 of sample policy 4:170, *Safety*.

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

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act. ⁴

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards. ⁵

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below. ⁶

1. The District uses the definition of *bullying* as provided in this policy. ⁷
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member

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⁴ 105 ILCS 5/27-23.7(b), ~~amended by P.A. 102-241~~.

⁵ 105 ILCS 5/27-23.7(b), ~~amended by P.A. 102-197~~.

⁶ Each numbered requirement, 1-12, corresponds with the same number in 5/27-23.7(b)(1) - (b)(12), and the requirements of 105 ILCS 5/27-23.7(b)(13) are included in numbered requirement 4. As a result, there are no reference citations in footnotes. All non-statutory requirements, plus alternatives and optional provisions, are described in footnotes.

⁷ 105 ILCS 5/27-23.7(b), para. 3(1). See f/n 4, above and ISBE's *School Policies for Bullying Prevention* at: www.isbe.net/Documents/Bullying-Prev-Policy-Req.pdf.

A board may augment the School Code requirement by using this alternative:

Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (a) the District prohibits bullying; and (b) 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.

with whom the student is comfortable speaking.⁸ Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying.⁹ Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator: ¹⁰

Title IX Coordinator:

Name

Name

Address

Address

Email

Email

Telephone

Telephone

Complaint Managers:

Name

Name

Address

Address

Email

Email

Telephone

Telephone

4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's

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⁸ The statute requires that the policy contain the email address and telephone number for the staff person(s) responsible for receiving bullying reports. Using the district Nondiscrimination Coordinator and Complaint Managers is consistent with sample policy 2:260, *Uniform Grievance Procedure*. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. 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. A telephone number for making anonymous reports may also be added.

⁹ 105 ILCS 5/27-23.7(d), requires that “[s]chool personnel available for help with a bully or to make a report about bullying” be made known to parents/guardians, students, and school personnel.

¹⁰ Sample policy 2:260, *Uniform Grievance Procedure*, states that a district’s Nondiscrimination Coordinator often also serves as its Title IX Coordinator. Best practice is that throughout the 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. ~~If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, list the Title IX and Nondiscrimination Coordinators’ names separately in this policy. 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.~~

involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period. ¹¹

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

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs. ¹²

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. ¹³
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion¹⁴ with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying,

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¹¹ 105 ILCS 5/10-20.14 contains a similar requirement. See sample exhibit 7:190-E1, *Aggressive Behavior Reporting Letter and Form*.

¹² This sentence contains requirements found in 105 ILCS 5/27-23.7(d), ~~amended by P.A. 102-894~~.

¹³ A grant may be available from ISBE for the promotion of a safe and healthy learning environment. 105 ILCS 5/2-3.180 and 3.181, ~~added by P.A. 101-438 and renumbered by P.A. 102-558~~. A list of grant funding opportunities is available at: www.isbe.net/Pages/Grants.aspx. ISBE is also directed to create the Illinois Bullying and Cyberbullying Prevention Fund, through which a grant may be available to support anti-bullying programming. 30 ILCS 105/5.997 and 105 ILCS 5/27-23.7(i)-(j), all added by P.A. 103-47.

¹⁴ Consult the board attorney about the potential conflict of 105 ILCS 5/27-23.7(b)(7) (allowance of suspension and/or expulsion of students for reprisal/retaliation against reports of bullying) with 105 ILCS 5/10-22.6(b-20) (districts must resolve threats, address disruptions, and minimize the length (and implementation of) suspensions and expulsions to the greatest extent practicable). See sample policies 7:200, *Suspension Procedures*, at f/n 8 and 7:210, *Expulsion Procedures*, at f/ns 11 and 13.

or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.

9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.¹⁵
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:¹⁶
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

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

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

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:¹⁷

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¹⁵ 105 ILCS 5/27-23.7(b)(10), amended by P.A. 103-47.

¹⁶ 105 ILCS 5/27-23.7. See the ISBE guidance document that is cited in f/n 7, above.

¹⁷ The statute requires that the bullying policy *be consistent with* other board policies. The list of policies may be deleted and the following alternative used: "12. The District's bullying prevention plan must be consistent with other Board policies." If a policy list is included, be sure the referenced policies were adopted locally and amend the list accordingly.

The bullying statute does not identify staff member duties regarding the prevention of or response to student bullying. The following optional provision addresses staff member responsibilities and may be added as a new paragraph 13:

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. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
- b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about ~~sexual harassment-discrimination~~ in violation of Title IX of the Education Amendments of 1972.
- c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
- d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
- e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
- f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- j. 7:310, *Restrictions on Publications; Elementary Schools*, and 7:315, *Restrictions on Publications; High Schools*. These policies prohibit students from and provide 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. ¹⁸

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- 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.

¹⁸ For elementary districts, delete: ~~and 7:315, Restrictions on Publications; High Schools~~ and delete the Cross Reference to 7:315, *Restrictions on Publications; High Schools*. For high school districts, delete ~~7:310, Restrictions on Publications; Elementary Schools~~, and delete the Cross Reference to 7:310, *Restrictions on Publications; Elementary Schools*. In both cases, revise the beginning of the sentence to read: "These policies prohibit students from and provides."

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.
405 ILCS 49/, Children's Mental Health Act.
775 ILCS 5/1-103, Ill. Human Rights Act.
23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

Draft

Students

Teen Dating Violence Prohibited ¹

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited.² For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.³

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:⁴

1. Fully implements and enforces each of the following Board policies:⁵
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in ~~sexual discrimination, including sex-based~~ harassment, in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing intimidating, or bullying a student

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¹ All school boards must have a policy on teen dating violence. 105 ILCS 110/3.10. This sample policy is designed to align with a district's already-existing procedures for reporting bullying and school violence. See f/n 7. The curriculum components for teen dating violence education, which apply to districts with students enrolled in grades 7 through 12, are listed in 6:60-AP1, *Comprehensive Health Education Program*.

² 105 ILCS 110/3.10(b)(1). School officials must proceed carefully before disciplining a student for out-of-school conduct. A school's authority over off-campus conduct is much more limited than incidents that occur on school grounds. However, school officials may generally: (1) remove a student from extracurricular activities when the conduct code for participation requires students to conduct themselves at all times as good citizens and exemplars of the school (see sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*); and (2) suspend or expel a student from school attendance when the student's expression causes substantial disruption to school operations.

³ 105 ILCS 110/3.10(a). For districts that wish to broaden the ages (e.g., perhaps include 11-12 year olds in a middle school setting), delete the following phrase from the first sentence: "~~who is 13 to 19 years of age~~". The law defines *dating* or *dating relationship* as an "ongoing social relationship of a romantic or intimate nature between two persons." The terms do not include "a casual relationship or ordinary fraternization between two persons in a business or social context."

⁴ Required by 105 ILCS 110/3.10(b)(3).

⁵ Be sure the referenced board policies, as adopted locally, contain the language paraphrased in this policy. If not, either substitute similar language from the locally adopted board policies on the same topics, or just insert the titles from relevant locally adopted policies.

The statutory content requirements for a teen dating policy include "establish[ing] procedures for the manner in which employees of a school are to respond to incidents of teen dating violence." This policy fulfills this requirement by incorporating by reference the following administrative procedure: 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*. This means that 7:180-AP1 should be considered to be part of this policy.

based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).

- d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals: ⁶
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence. ⁷
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*. ⁸
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*. ⁹
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. ¹⁰
5. Notifies students and parents/guardians of this policy. ¹¹

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⁶ 105 ILCS 110/3.10(b)(4), requires the policy to identify by job title which school officials are responsible for receiving reports related to teen dating violence.

⁷ *Id.* at f/ns 5 and 6. Sexual violence is one listed component of teen dating violence. 105 ILCS 110/3.10(a). Sexual violence has also been found by the Ill. Gen. Assembly to be a component of bullying and school violence. 105 ILCS 5/27-23.7. Thus, identifying *any school staff member* is consistent with 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*, which uses the student-friendly reporting system outlined in 7:180-AP1, E2, *Be a Hero by Reporting Bullying*.

⁸ *Id.* Under any reporting system, a report involving bullying and school violence that is based upon a protected status (often teen dating violence will involve conduct based upon the target's sex) must be referred to the district's Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager (7:20, *Harassment of Students Prohibited*). Customize this list to reflect local conditions. These individuals may also take reports directly from students.

⁹ Required by 105 ILCS 110/3.10(b)(2). The curriculum-specific components for teen dating violence education are listed in 6:60-AP1, *Comprehensive Health Education Program*.

¹⁰ *Id.* For boards that add the optional paragraphs in policy 5:100, *Staff Development Program*, add the phrase "and Board policy 5:100, *Staff Development Program*."

¹¹ Required by 105 ILCS 110/3.10(b)(5). Boards must communicate this policy to students and their parents/guardians. This may be accomplished, in part, by (1) sending 7:185-E, *Memo to Parents/Guardians Regarding Teen Dating Violence*, and (2) amending the district's anti-bullying campaign statement(s), such as the following, in the student handbook and school website:

Bullying, teen dating violence, intimidation, and harassment are not acceptable in any form and will not be tolerated at school or any school-related activity. The School District will take disciplinary action against any student who participates in such conduct or who retaliates against someone for reporting incidents of bullying, teen dating violence, intimidation, or harassment.

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

LEGAL REF.: 105 ILCS 110/3.10.

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

Draft

Students

Student Behavior ¹

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. ²

When and Where Conduct Rules Apply ³

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:

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¹ All districts must have a policy on student discipline, including school searches and bullying prevention (105 ILCS 5/10-20.14, amended by P.A. 103-896); re-engagement of students returning from an exclusionary discipline or an alternative school (105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896); and corporal punishment (105 ILCS 5/24-24). See also 23 Ill.Admin.Code §1.280. See the Cross References for policies on searches and bullying. Each district must furnish a copy of the discipline policy to parents/guardians within 15 days after the beginning of the school year, or within 15 days after starting classes for a student who transfers into the district. 105 ILCS 5/10-20.14(a), amended by P.A. 103-896. The school board must require that each school inform its pupils of the discipline policy's contents. Id.

School boards, along with the parent-teacher advisory committee, must annually review their pupil discipline policies, those policies' implementation, and any other factors related to the safety of their schools, students, and staff. Id. For more information about the parent-teacher advisory committee, see sample policy 2:150, *Committees*. The parent-teacher advisory committee, in cooperation with local law enforcement agencies, must develop, with the school board, a reciprocal reporting system. 105 ILCS 5/10-20.14(b), amended by P.A. 103-896. See sample administrative procedure 7:190-AP3, *Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students*. School districts are encouraged to create memoranda of understanding that define law enforcement's role in schools. See sample exhibit 7:190-E3, *Memorandum of Understanding. In consultation with stakeholders, the Ill. State Board of Education (ISBE) must draft and publish guidance for development of reciprocal reporting systems by 7-1-25. Id.*

Given the unique concerns facing school officials, school disciplinary codes are not required to be drafted as narrowly or with the same precision as criminal statutes. Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

² The goals and objectives in this policy give the board a focus for monitoring it. This list can be deleted, replaced, or modified by the board. Data on student discipline is available at: www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx.

See f/n 1 in sample policy 4:170, *Safety*, for information on the U.S. School Safety Clearinghouse website at: www.schoolsafety.gov.

³ Board policy should provide a jurisdictional statement telling students and staff the circumstances under which the district will take disciplinary action. Jurisdictional rules in board policy should generally be as broad as possible to give staff members authority to respond to unforeseen situations. Taking jurisdiction over off-campus misconduct generally survives the test of reasonableness when the misconduct has a direct nexus to the school. A countervailing interest concerns liability for off-campus student injuries, i.e., the greater the jurisdiction a district is willing to impose, the greater the scope of liability it may be assuming. Ultimately, a decision whether to discipline for off-campus misconduct requires a thorough factual inquiry to determine the degree of nexus and impact on the school. Consult the board attorney in these situations.

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;
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. ⁴

Prohibited Student Conduct ⁵

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. ⁶

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A U.S. Supreme Court decision and many lower court decisions address disciplining a student for off-campus misconduct. See Mahanoy Area Sch. Dist. v. B.L., [594 U.S. 180, 141 S.Ct. 2038](#) (2021), discussed in f/n 3 of sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*; and J.S. v. Blue Mountain Sch. Dist., 650 F.3d 915 (3rd Cir. 2011), combined with Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3d Cir. 2011), cert. denied 565 U.S. 1156 (2012) (absent evidence that parodies of school personnel caused, or could cause, substantial disruption, school districts may not punish out-of-school expressive conduct, even if it is lewd, indecent, or offensive speech).

In contrast, the 7th Circuit Court of Appeals upheld a student's expulsion for an article in an underground newspaper titled "So You Want to be a Hacker." The article's instructions for hacking into the school's computers clearly interfered with the school's operations. Boucher v. Sch. Bd. of the Sch. Dist. of Greenfield, 134 F.3d 821 (7th Cir. 1998). See also Wisniewski v. Bd. of Educ. of the Weedsport Central Sch. Dist., 494 F.3d 34 (2nd Cir. 2007), cert. denied 552 U.S. 1296 (2008), (holding a student's transmission of an icon of a pistol with blood splattering and the words "Kill Mr. VanDer Molen" crossed the boundary of protected speech and posed a reasonably foreseeable risk that the icon would come to the attention of school authorities and materially and substantially disrupt the school).

Historically, schools have had more leeway in disciplining participants in athletics and extracurricular activities; however, the Mahanoy decision raises unresolved questions about the degree of leeway now afforded to school officials. See sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities* at f/n 3 for further discussion.

A judge may transfer a student to another school for committing stalking or non-consensual sexual contact against another student, or for aiding and abetting such an act; the parents/guardians are responsible for transportation and other costs associated with the transfer. Stalking No Contact Order Act and the Civil No Contact Order Act, 740 ILCS 21/80 and 22/213. A school district is seldom notified when a transfer order is requested. When notified, school officials should immediately seek the board attorney's advice concerning available options.

⁴ The factual context will determine the appropriateness of taking jurisdiction. Contact the board attorney before disciplining a student for off-campus conduct. See, e.g., Doe v. Superintendent of Schs. of Stoughton, 767 N.E.2d 1054 (Mass. 2002) (suspension for off-campus commission of a felony was upheld). [See f/n 3, above.](#)

⁵ Consult the board attorney for advice on deleting or modifying any of the items in this section on prohibited student conduct.

⁶ 105 ILCS 5/10-20.5b prohibits use of tobacco on school property. Federal law prohibits smoking within schools by anyone. Pro-Children Act of 2004, 20 U.S.C. §7971 *et seq.* Districts that fail to comply risk a civil penalty of up to \$1,000 per violation per day. 20 U.S.C. §7973(e)(1). See [sample policy](#) 8:30, *Visitors to and Conduct on School Property*, for more information.

The U.S. Food and Drug Administration now regulates electronic cigarettes. 21 C.F.R. Parts 1100, 1140, and 1143. An electronic or e-cigarette resembles a regular cigarette and contains a battery-operated heating element that turns a liquid into a mist for inhaling. The liquid may contain nicotine. E-cigarettes are sometimes referred to as e-cigs, vapes, e-hookahs, vape pens, and electronic nicotine delivery systems (ENDS), and they are generally involved in *vaping*. Vaping is the act of inhaling and exhaling the aerosol, often referred to as vapor that is produced by an e-cigarette or similar device. An e-cigarette resembles a cigarette and contains a battery-operated heating element that turns a liquid into a mist for inhaling. Some e-cigarettes do not look like tobacco products and are shaped like other objects, such as USB flash drives, and are more easily concealed.

2. Using, possessing, distributing, purchasing, or selling alcoholic beverages.⁷ Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).⁸
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.⁹
 - 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.¹⁰
 - 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

Draft

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Information and resources are available at:

www.isbe.net/Pages/School-Health-Issues.aspx

www.fda.gov/tobacco-products

www.cdc.gov/tobacco/e-cigarettes/index.html

www.dph.illinois.gov/topics-services/prevention-wellness/tobacco/e-cigarettes-and-vapes

www.drugabuse.gov/drugs-abuse/tobacco/tobacco-nicotine-vaping

⁷ Alcoholic beverages are defined in 235 ILCS 5/1-3.01 to 3.05.

⁸ *Controlled substance* is defined in 720 ILCS 570/102(f); *cannabis* is defined in 720 ILCS 550/3(a) and in 410 ILCS 705/1-10. Either spelling, *marihuana* or *marijuana*, is correct; however, *marijuana* is more common. See f/n 11 for a discussion of medical cannabis and *Ashley's Law*.

⁹ *Anabolic steroid* is defined in 720 ILCS 570/102(c-1).

¹⁰ See sample policies 7:240, *Conduct Code for Participants in Extracurricular Activities*, and 7:300, *Extracurricular Athletics*.

unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law. ¹¹

- 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. ¹²
- 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. ¹³

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¹¹ To legally use medical cannabis, an individual must first become a *registered qualifying patient*. The use of cannabis by a *registered qualifying patient* is permitted only in accordance with the Compassionate Use of Medical Cannabis Program. 410 ILCS 130/. There are many situations in which no one, even a *registered qualifying patient*, may possess or use cannabis. This includes in a school bus or on the grounds of any preschool, or primary or secondary school unless the student meets the requirements of 105 ILCS 5/22-33, a/k/a *Ashley's Law*. 410 ILCS 130/30(a)(2) and (3). *Ashley's Law* provides that school districts "shall authorize a parent or guardian or any other individual registered with the Department of Public Health as a designated caregiver of a student who is a registered qualifying patient to administer a medical cannabis infused product to the student on the premises of the child's school or on the child's school bus if both the student (as a registered qualifying patient) and the parent or guardian or other individual (as a registered designated caregiver) have been issued registry identification cards under the Compassionate Use of Medical Cannabis Program Act." 105 ILCS 5/22-33(b). Once the product is administered, the designated caregiver must remove the product from the school premises/bus. *Id.* 105 ILCS 5/22-33(b-5) allows a properly trained school nurse or administrator to administer medical cannabis infused products to a student while at school, a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus. The product may not be administered in a manner that would (in the school or district's opinion) create a disruption or expose other students to the product, and schools are not required to authorize use of the product if the school or district would lose federal funding as a result. 105 ILCS 5/22-33(c). For more information, see f/ns [224-324](#) in sample policy 7:270, *Administering Medicines to Students*. Contact the board attorney for advice concerning medical cannabis, including whether a federal or State law requires the district to accommodate a student who is a *registered qualifying patient*. See Americans with Disabilities Act of 1990, 42 U.S.C. §12101 *et seq.*; Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. §1400 *et seq.*; Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794; 105 ILCS 5/14-1.01 *et seq.*, 5/14-7.02, and 5/14-7.02b; and 23 Ill.Admin.Code Part 226.

¹² The Powdered Caffeine Control and Education Act states: "No person may sell, offer for sale, give away, or provide free samples of powdered pure caffeine to any person under age 18 located within the State or to any person under age 18 making the purchase from within the State." A limited exception to this prohibition exists for "the sale of any powdered pure caffeine product that receives explicit approval as safe and effective for its intended use under the federal Food, Drug, and Cosmetic Act or is lawfully marketed under an over-the-counter monograph issued by the United States Food and Drug Administration." 410 ILCS 647/20.

¹³ *Counterfeit* and *look-alike substances* are defined in 720 ILCS 570/102(g) and (y). This provision is broader because it would apply, for example, if a student represents a powdered vitamin to be pure caffeine – pure caffeine is prohibited on campus even though it is a legal substance. Look-alike drugs should be defined; an unpublished Ill. appellate decision in 2000 found a policy prohibiting possession of *look-alikes* had vagueness problems.

- 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. ¹⁴

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. ¹⁵

5. Using or possessing an electronic paging device. ¹⁶

6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. ~~Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.~~ Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight¹⁷ during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals. ¹⁸

- ~~4.7. Sexting, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing,~~

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¹⁴ Drug paraphernalia is defined in 720 ILCS 600/2(d). Contact the board attorney for advice concerning a student who is a registered qualifying patient, as explained in f/n 11.

¹⁵ This language is broader than the **Weapons** section of this policy. The **Weapons** section contains the statutorily required punishment for "a student who is determined to have brought" a weapon to school along with the statutory definition of *weapon*. 105 ILCS 5/10-22.6(d). The language in item #4 is broader because it prohibits "using, possessing, controlling, or transferring" a weapon in addition to violating the **Weapons** section. See the footnotes in the **Weapons** section for a discussion of the Firearm Concealed Carry Act's provisions.

- ¹⁶ 105 ILCS 5/10-21.10.

¹⁷ Delete "and out-of-sight" if the district wants to provide greater flexibility. A board should, in consultation with the superintendent and board attorney, carefully review its policy on the use of electronic devices to ensure it aligns with building-level practices and any student handbook provisions addressing student use of personal mobile devices, including, but not limited to, cell phones, smartwatches, and smart glasses.

¹⁸ ~~105 ILCS 5/10-21.10 prohibits student possession of electronic paging devices, but~~ State law leaves to local boards the discretion whether to prohibit student possession of cellular phones. 105 ILCS 5/10-20.28. The misuse of camera phones can seriously invade a student's privacy. A board wanting a sweeping prohibition may use the following alternative for item #6~~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.

Operating transmitters designed to jam or block wireless communications violates the federal Communications Act of 1934. 47 U.S.C. §§301, 302a, and 333. Fines are as high as \$10,000 for each violation and/or imprisonment, and the device may also be seized. 47 U.S.C. §§501-510.

Making a video recording or live video transmission of another person without their consent in a restroom, locker room, or changing room is a Class 4 felony. 720 ILCS 5/26-4. A minor who distributes or disseminates an indecent visual depiction of another minor through the use of a computer or electronic communication device may be subject to adjudication as a minor in need of supervision. 705 ILCS 405/3-40.

viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law. ¹⁹

- ~~5-8.~~ Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
- ~~6-9.~~ Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
- ~~7-10.~~ Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff,²⁰ wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
- ~~8-11.~~ Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct. ²¹

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¹⁹ This definition of *sexting* is adapted from Merriam-Webster's definition at www.merriam-webster.com/dictionary/sexting, and it incorporates offenses under State law that address the dissemination of explicit images. A district may wish to use another definition or create its own with the board attorney. See sample administrative procedure 7:190-AP6, *Guidelines for Investigating Sexting Allegations*, for definitions of the italicized terms in this paragraph and their accompanying citations. See also sample administrative procedure 7:190-AP5, *Student Handbook - Electronic Devices*.

²⁰ Optional. *Generative artificial intelligence* (Gen AI) is defined in State law as "an automated computing system that, when prompted with human prompts, descriptions, or queries, can produce outputs that simulate human-produced content, including, but not limited to, the following: (1) textual outputs, such as short answers, essays, poetry, or longer compositions or answers; (2) image outputs, such as fine art, photographs, conceptual art, diagrams, and other images; (3) multimedia outputs, such as audio or video in the form of compositions, songs, or short-form or long-form audio or video; and (4) other content that would be otherwise produced by human means." 775 ILCS 5/2-101(N), added by P.A. 103-804, eff. 1-1-26, a broad label used to describe any AI system that generates, with varying levels of autonomy, content such as complex text, images, audio, or video. When not used for academic dishonesty purposes, generative-Gen AI tools may present innovative learning opportunities for students and teaching opportunities for educators. For further information, see the International Society for Technology in Education webpage on AI exploration for educators at: www.iste.org/areas-of-focus/AI-in-education, sample policy 6:235, *Access to Electronic Networks*, and its f/n 17, and sample administrative procedure 6:235-AP3, *Development of an Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines*.

²¹ All districts must have a policy on bullying. 105 ILCS 5/27-23.7(d), amended by P.A. 103-47. Sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the statutory definition of bullying. Districts must also have an age-appropriate policy on sexual harassment. 105 ILCS 5/10-20.69. See sample policy 7:20, *Harassment of Students Prohibited*, and its f/n 97 for further detail.

105 ILCS 5/10-20.14(d), amended by P.A. 103-896, requires boards, in consultation with their parent-teacher advisory committees and other community-based organizations, to include provisions in their student discipline policy to address aggressive behavior, including bullying. These provisions must include procedures for notifying a student's parents/guardians about his/her aggressive behavior and early intervention procedures based upon available community-based and district resources. See sample exhibit 7:190-E1, *Aggressive Behavior Reporting Letter and Form*. In consultation with stakeholders, ISBE must draft and publish guidance for evidence-based intervention procedures, including examples, by 7-1-25. *Id.* *Evidence-based intervention means an intervention that has demonstrated a statistically significant effect on improving student outcomes, documented in a peer-reviewed scholarly journal. Id.*

Suspending students for hazing was upheld in *Gendelman v. Glenbrook North High Sch. and Northfield Twp. Sch. Dist.* 225, 2003 WL 21209880 (N.D.Ill. 2003). This decision may have been legislatively overturned by amending 105 ILCS 5/10-20.14.

- ~~9-12.~~ Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
- ~~10-13.~~ Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.²²
- ~~11-14.~~ Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.²³
- ~~12-15.~~ Entering school property or a school facility without proper authorization.
- ~~13-16.~~ In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
- ~~14-17.~~ Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.²⁴
- ~~15-18.~~ Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.²⁵
- ~~16-19.~~ Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.²⁶
- ~~17-20.~~ Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.

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The failure of a school official (including any administrator, teacher, counselor, support staff, or coach) to report hazing is a Class B misdemeanor. 720 ILCS 5/12C-50.1.

A person commits a felony hate crime when, by reason of the actual or perceived race, color, creed, religion, ancestry, gender, sexual orientation, physical or mental disability, or national origin of another individual or group of individuals, regardless of the existence of any other motivating factor or factors, he or she commits assault, battery, aggravated assault, intimidation, stalking, cyberstalking, misdemeanor theft, criminal trespass to residence, misdemeanor criminal damage to property, criminal trespass to vehicle, criminal trespass to real property, mob action, disorderly conduct, transmission of obscene message, harassment by telephone, or harassment through electronic communications as these crimes are defined in the Criminal Code. 720 ILCS 5/12-7.1. The penalty is heightened when the offense is committed in a school or administrative facility.

720 ILCS 5/26-1(a)(3.5) and (b) make transmitting a threat of violence, death, or bodily harm directed against persons at a school, school function, or school event, whether or not school is in session, or causing such a threat to be transmitted, a Class 4 felony.

²² All school boards must have a policy on prohibited teen dating violence. 105 ILCS 110/3.10. Verify that the board adopted the policy listed and amend its title in this policy, if necessary.

²³ 720 ILCS 5/26-1(a)(3.5) and (b) make threatening to destroy a school building or school property, whether or not school is in session, or causing such a threat to be transmitted, a Class 4 felony.

²⁴ 105 ILCS 5/26-2a, ~~amended by P.A.s 102-266, 102-321, and 102-981~~; 5/26-9; and 5/26-12. See sample policies 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*, and 7:70, *Attendance and Truancy*.

²⁵ State law requires schools to suspend or expel any student who engages in this activity. 105 ILCS 5/31-3.

²⁶ See *Kelly v. Bd. of Educ. of McHenry Cmty. High Sch. Dist.* 156, 2007 WL 114300 (N.D.Ill. 2007) (upheld student's expulsion for drawing gang symbols while at school; testimony that the danger posed by gang signs and the presence of gangs at school supported the board's insistence on strict enforcement of board policy prohibiting gang related behavior and made expulsion a proper remedy).

740 ILCS 147/15 et seq. allows a school district to bring a civil suit against a gang, gang officers, or gang members for losses it suffers due to their criminal activity.

- ~~18.~~21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school. ²⁷
- ~~19.~~22. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee. ²⁸
- ~~20.~~23. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property. ²⁹

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. ³⁰

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.³¹ 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. ³²

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²⁷ This statement of misconduct restates 105 ILCS 5/10-22.6(d-5). The following alternative provides a shorter statement but will require the administrator to check the statute before imposing discipline based on it:

Making an explicit threat on an Internet website against a school, employee, or any school-related personnel under circumstances described in 105 ILCS 5/10-22.6(d-5).

²⁸ For more information regarding unmanned aircraft systems, see www.faa.gov/uas.

²⁹ A catchall provision, e.g., this one, gives staff members authority to respond to unforeseen situations.

If the board adopts a mandatory uniform policy (see sample policy 7:165, *School Uniforms*), add the following item to the list as number 22: "Failing to comply with the mandatory uniform policy, but only after repeated attempts to secure compliance, such as conferences with parents/guardians, have been unsuccessful."

³⁰ *Possession* should be defined to avoid vagueness problems.

³¹ See f/n ~~2049~~.

³² Mandated by 105 ILCS 5/10-20.36.

Disciplinary Measures ³³

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.³⁴ School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties.³⁵ Potential disciplinary measures include, without limitation, any of the following: ³⁶

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. ³⁷
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised. ³⁸

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³³ IMPORTANT: The practice of suspending or expelling a student based on the number of accumulated disciplinary infractions is illegal under 105 ILCS 5/10-22.6. This includes a system of assigning points to specific infractions and then tallying the points a student receives over a period of time to determine a disciplinary exclusion from school.

Before amendments to 105 ILCS 5/10-22.6, courts used the following factors to determine if a board abused its discretion when it expelled a student: (1) the egregiousness of the student's conduct; (2) the record of the student's past conduct; (3) the likelihood that such conduct will affect the delivery of educational services to other students; (4) the severity of the punishment; and (5) the intent of the child. Robinson v. Oak Park, 213 Ill.App.3d 77 (1st Dist. 1991); Wilson ex rel. Geiger v. Hinsdale Elementary Dist., 349 Ill.App.3d 243 (2nd Dist. 2004). ~~Whether courts will continue to use these factors is yet to be determined.~~ The amendments to 105 ILCS 5/10-22.6 called into question the validity of relying on past misconduct in suspension or expulsion decisions. At least one Ill. appellate court has held that the Robinson factors no longer apply because the legislature incorporated specific criteria for expulsion directly into 105 ILCS 5/10-22.6 when it amended the statute. A.A. v. Summit Sch. Dist. No. 104, 2024 IL App (1st) 232451. Consult the board attorney for guidance.

Aside from procedural due process protection, students have a constitutional substantive due process right. This right protects them from an abuse of government power which "shocks the conscience." While the scope of substantive due process is very limited, it is available to students who believe they were subject to arbitrary and excessive discipline. Generally, however, school officials need not fear being found guilty of a substantive due process violation. Federal courts are loath to second-guess school officials. See Tun v. Whitticker, 398 F.3d 899 (7th Cir. 2005) (expulsion did not amount to a substantive due process violation because it fell short of the required *shocks the conscience* standard).

³⁴ 105 ILCS 5/10-22.6(b-5). In addition, subsection c-5 states, "[s]chool districts must make reasonable efforts to provide ongoing professional development to ~~all school personnel~~teachers, administrators, school board members, ~~and school resource officers, and staff~~ on the requirements of [105 ILCS 5/10-20.14], the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments, as defined in [105 ILCS 5/3-11(b)], the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates." 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896.

³⁵ 105 ILCS 5/10-22.6(h).

³⁶ Most school attorneys advise against using a grade reduction as a disciplinary measure. A decision upholding such a policy is Knight v. Bd. of Educ., 38 Ill.App.3d 603 (4th Dist. 1976). A decision striking one is Smith v. Sch. City of Hobart, 811 F.Supp. 391 (N.D.Ind. 1993) (grade reduction policy requiring 9-week grades to be reduced 4% for each day of a suspension was found unconstitutional).

³⁷ While restitution is permitted, issuing a fine or fee as a disciplinary consequence is not permitted. 105 ILCS 5/10-22.6(i). Possible parental liability for damages under the Parental Responsibility Law (740 ILCS 115/5) is discussed in f/n 2 in sample policy 7:170, *Vandalism*.

³⁸ An in-school suspension program may focus on promoting non-violent conflict resolution and positive interaction with other students and school personnel, and districts may employ a school social worker or a licensed mental health professional to oversee in-school suspension programs. 105 ILCS 5/10-22.6(l). Providing programming during in-school suspensions is not required, however providing such programming will help distinguish them from exclusionary suspensions. See f/n 4 in sample policy 5:230, *Maintaining Student Discipline*, for further discussion of in-school suspension programs.

7. After-school study or Saturday study³⁹ 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.⁴⁰ 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.⁴¹
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.⁴²
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*.⁴³ A student who has been suspended may also be restricted from being on school grounds and at school activities.⁴⁴
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*.⁴⁵ A student who has been expelled may also be restricted from being on school grounds and at school activities.⁴⁶
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.⁴⁷

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³⁹ Teachers may not be required to teach on Saturdays. 105 ILCS 5/24-2.

⁴⁰ See *Herndon v. Chapel Hill-Carrboro City Bd.*, 89 F.3d 174 (4th Cir. 1996) (upheld policy requiring students to complete community service in order to graduate).

⁴¹ Consult the board attorney for advice concerning confiscated devices. There is no binding Ill. court decision regarding school personnel seizing and retaining a student's property. The Supreme Court of Arkansas held that a teacher and principal did not violate a student's state or federal rights when they confiscated and retained a student's cell phone for two weeks for violating school rules on cell phones. *Koch v. Adams*, 361 S.W.3d 817 (Ark. 2010).

⁴² 105 ILCS 5/10-22.6(b) and (b-30).

⁴³ A suspension may be imposed in only limited situations that vary according to the suspension's length. 105 ILCS 5/10-22.6(b-15)-(b-25). This is explained in sample board policy 7:200, *Suspension Procedures*, and its footnotes.

⁴⁴ This sentence is optional. A board may make this mandatory by replacing "may also be" with "shall also be."

⁴⁵ An expulsion may be imposed in only limited situations. 105 ILCS 5/10-22.6(b-20). This is explained in sample policy 7:210, *Expulsion Procedures*, and its footnotes.

105 ILCS 5/10-22.6(d) permits expulsion for a definite period of time not to exceed two calendar years. School officials must document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.

⁴⁶ This sentence is optional. A board may make this mandatory by replacing "may also be" with "shall also be."

⁴⁷ 105 ILCS 5/10-22.6(a) and (b), amended by P.A. 103-896. ~~Subsection 10-22.6(b) uses the phrase "is suspended in excess of 20 school days" even though a 20 consecutive day suspension should be treated as an expulsion. *Goss v. Lopez*, 419 U.S. 565 (1975). An alternative program is probably available to a student who is suspended for 11 to 20 consecutive days because that student is technically expelled and, as such, qualifies under subsection (a) of Section 10-22.6. Contact the board attorney if the district wants to interpret the statute as referring to cumulative school days so that it can transfer a student to an alternative program upon his or her suspension in excess of 20 cumulative school days.~~

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. ⁴⁸

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. ⁴⁹

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence,

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105 ILCS 5/13A, amended by P.A. 103-473, a/k/a *Safe Schools Law*, governs the transfer of *disruptive students*, defined to include suspension- or expulsion-eligible students in grades 6-12, to an alternative school program. See sample administrative procedure 7:190-AP9, *Administrative Transfer to Regional Safe School Program*, and the ~~III. State Board of Education (ISBE)~~ regional safe schools program webpage at: www.isbe.net/Pages/Regional-Safe-Schools-Program.aspx. 105 ILCS 5/13B governs the transfer of students to an alternative learning opportunities program. See ISBE's alternative learning opportunities program webpage at: www.isbe.net/Pages/Special-Education-Alternative-Learning-Opportunities-Programs.aspx.

Contact the board attorney regarding the necessary due process procedures before imposing a disciplinary transfer to an alternative school. The court in *Leak v. Rich Twp. High Sch. Dist.*, 227 (397 Ill.Dec. 90 (1st Dist. 2015)), held that placement in an alternative school is tantamount to an expulsion. Thus, according to dicta in this decision, districts must follow expulsion procedures before a student is transferred to an alternative school. Schools may still reach agreements with parents/guardians to transfer students to such schools without completing the expulsion procedures.

The alternative program may not deny the transfer on the basis of the suspension or expulsion, except in cases in which the transfer is deemed to cause a threat to the safety of students or staff in the alternative program.

⁴⁸ 105 ILCS 5/22-88, ~~amended by P.A.s 102-197 and 102-558~~. See sample policy 7:150, *Agency and Police Interviews*.

⁴⁹ **Note:** Districts that receive early childhood block grant funding (authorized by 105 ILCS 5/1C-2, ~~amended by P.A. 103-594~~, of the School Code) are prohibited from expelling children from their early childhood programs. 105 ILCS 5/2-3.71(a)(7), ~~amended by P.A. 103-594 (making it inoperative on 7-1-26)~~, and 105 ILCS 5/10-22.6(k). On and after 7-1-26, the Dept. of Early Childhood Act, 325 ILCS 3/15-30(a)(7) will prohibit expulsion of children enrolled in early childhood programs funded under 325 ILCS 3/1-10. A district may, however, transition a child to a new program if: (1) it has documented evidence that all available interventions and supports recommended by a qualified professional have been exhausted; (2) the program determines that transitioning a child is necessary for the well-being of the child or his or her peers and staff; and (3) the current and pending programs create a transition plan for the child with parent or legal guardian permission. 105 ILCS 5/2-3.71(a)(7)(C) ~~(inoperative on 7-1-26); 325 ILCS 3/15-30(a)(7)(C) on and after 7-1-26~~. A district may temporarily remove a child from attendance in the group setting in the case of a serious safety threat to a child or others, or in the case of possession of a weapon as described in 105 ILCS 5/10-22.6(d), but it must then begin the process of documenting interventions and supports as outlined in the law. 105 ILCS 5/2-3.71(a)(7)(E) ~~(inoperative on 7-1-26); 325 ILCS 3/15-30(a)(7) on and after 7-1-26~~. ISBE rules implementing these ~~new~~ requirements are at 23 Ill.Admin.Code §§ 235.300-235.340. For guidance on behavior support and transition plans, including links to ISBE Form 37-50A, *Early Childhood Block Grant (ECBG) Program Transition Plan*, and ISBE Form 37-50B, *Early Childhood Block Grant (ECBG) Behavior Support Plan*, see ISBE's *Frequently Asked Questions: Behavior Support and Program Transition* (March 2021) at: www.isbe.net/Documents/EC-FAQ-Behavior-Transition-Plan.pdf. **Consult the board attorney for advice to ensure compliance with ISBE rules.** Compliance with this law does not relieve a district of its obligations to also comply with the Individuals with Disabilities Education Improvement Act of 2004 when disciplining students with disabilities. For further information, see sample policy 7:230, *Misconduct by Students with Disabilities*. 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).

If this language is inserted, add 105 ILCS 5/2-3.71(a)(7) to the Legal References for this policy.

or set an example for others.⁵⁰ It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as ~~permitted by 105 ILCS 5/10-20.33 needed to maintain safety for students, staff, or other persons, or for the purpose of self defense or defense of property.~~⁵¹

Isolated Time Out, Time Out, and Physical Restraint⁵²

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

Weapons⁵³

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

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm

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⁵⁰ 105 ILCS 5/22-100, added by P.A. 103-806.

⁵¹ The last two sentences of this paragraph paraphrase 105 ILCS 5/24-24, amended by P.A. 103-806.

⁵² Physical restraint or restraint does not include momentary periods of physical restriction by direct person to person contact, without the aid of material or mechanical devices, that are accomplished with limited force and that are designed to prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property. 105 ILCS 5/10-22.33(b). Isolated time out, time out, or physical restraint may be used by staff members **only if** their use is authorized by policy and administrative procedure. 105 ILCS 5/2-3.130 and 5/10-20.33, ~~both amended by P.A. 102-339~~; 105 ILCS 5/24-24; 23 Ill.Admin.Code §§1.280(c) and 1.285. See sample administrative procedure 7:190-AP4, Use of Isolated Time Out, Time Out, and Physical Restraint. **The sample policy allows the use of isolated time out, time out, and physical restraint pursuant only to the conditions allowed in the School Code and ISBE rules.** State statute and ISBE rules contain complex restrictions on the use of isolated time out, time out, and physical restraint. 105 ILCS 5/2-3.130 and 5/10-20.33, ~~both amended by P.A. 102-339~~; 105 ILCS 5/24-24; 23 Ill.Admin.Code §§1.280(c) and 1.285. According to the ISBE rule, isolated time out, time out, and physical restraints are allowed only if a board authorizes their use in a policy containing the numerous components identified in the rule. To comply with ISBE's rule, a board must also incorporate by reference the district's procedure, i.e., 7:190-AP4, *Use of Isolated Time Out, Time Out, and Physical Restraint*. By doing this, the policy includes the district's procedure. **For a board that wants to prohibit the use of isolated time out, time out, and physical restraint** (1) replace the contents of this subhead with "The district prohibits the use of isolated time out, time out, and physical restraint, as defined in 105 ILCS 5/10-20.33."; (2) amend the Legal References as follows "23 Ill.Admin.Code §§1.280, ~~1.285~~," and (3) delete "Incorporated by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)."

⁵³ This section paraphrases 105 ILCS 5/10-22.6(d) and contains the statutorily required punishment for bringing a weapon to school along with the statutory definition of *weapon*. When preparing for a due process hearing, a principal needs to use the applicable State and federal law definitions of *firearm* – not just the School Code.

While subsection 105 ILCS 5/10-22.6(b-10) explicitly forbids zero tolerance policies, it provides an exception for those zero tolerance policies established by State or federal law, which includes weapons in school. Section 10-22.6(d) provides that a student who brings a weapon to school, as defined in the section, "shall be expelled for a period not less than one year," unless modified by the superintendent or board. The federal Gun-Free Schools Act (20 U.S.C. §7961 et seq.) provides for at least a one-year expulsion for students who bring firearms to school. As directed by 20 U.S.C. §7961(b)(1), 105 ILCS 5/10-22.6(d), the superintendent and the board may modify that consequence; however, the superintendent/board may decline to exercise that discretion and instead impose the maximum penalty authorized by law. Analyzing the student's circumstances on a case-by-case basis may avoid a judicial finding that an expulsion is too severe. See Washington v. Smith, 248 Ill.App.3d 534 (1st Dist. 1993).

Item #4 in the **Prohibited Student Conduct** section is broader because it prohibits "using, possessing, controlling, or transferring" a weapon in addition to violating the **Weapons** section.

Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 2012 (720 ILCS 5/24-1).

2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.⁵⁴

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. ⁵⁵

Re-Engagement of Returning Students ⁵⁶

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. ⁵⁷

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery.⁵⁸ *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.

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⁵⁴ Optional.

⁵⁵ The Firearm Concealed Carry Act permits a properly licensed individual to carry a concealed firearm within a vehicle into a school parking area and store it in a locked vehicle out of plain view. 430 ILCS 66/65(b). The federal Gun-Free Schools Act has a similar provision. 20 U.S.C. §7961(g). The School Code, however, contains no similar exception to the ban on firearms at schools. Contact the board attorney before permitting students to store their firearms in their vehicle's trunk while parked at school.

⁵⁶ Required by 105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896. See sample administrative procedure 7:190-AP8, *Student Re-Engagement Guidelines*. In consultation with stakeholders, ISBE must draft and publish guidance for the re-engagement of students who are suspended out-of-school, expelled, or returning from an alternative school setting by 7-1-25. Id.

⁵⁷ A goal for re-engagement is optional. Schools must permit students who were suspended, including students suspended from the school bus who do not have alternate transportation to school, to ~~make up~~makeup work for equivalent academic credit. 105 ILCS 5/10-22.6(b-30).

⁵⁸ 105 ILCS 5/10-27.1A(a), 5/10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling), and 5/10-21.7, amended by P.A. 102-894. *School grounds* includes the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian. ⁵⁹

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report ~~these incidents involving battery against staff members to the Ill. State Board of Education~~ ISBE through its web-based School Incident Reporting System as they occur during the year and no later than ~~August 4~~ July 31 for the preceding school year. ⁶⁰

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other ~~certificated~~ [licensed] educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33 ~~needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self defense or defense of property.~~ Teachers may temporarily remove students from a classroom for disruptive behavior. ⁶¹

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

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⁵⁹ Id. State law imposes the duty to report firearm possession only on school officials; this duty may be also imposed on volunteers and community members. Only staff members, however, are vulnerable to committing a petty offense for their failure to report, and only staff members are protected from civil or criminal liability that might arise as a result of making a report (although the liability potential for anyone making a report is remote).

The building principal must notify the student's parent/guardian only when the alleged offense is firearm possession. 105 ILCS 5/10-27.1A(b). The policy expands this notification duty to include drug-related incidents and battery of a staff member; a board disinclined to do this should amend the second sentence as follows:

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

⁶⁰ 105 ILCS 5/10-27.1A(~~e~~), amended by P.A.s 103-34, 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling); 105 5/10-27.1B(~~b~~), amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling); and 105 ILCS 5/10-21.7, amended by P.A. 102-894. To satisfy the reporting requirement, ISBE created the School Incident Reporting System (SIRS), a web-based application on IWAS for schools to report incidents electronically. See f/n 6 and subhead **J. Required Notices** of sample administrative procedure 4:170-API1, *Comprehensive Safety and Security Plan*. Reporting on SIRS does not satisfy the requirement to report incidents to local law enforcement authorities.

⁶¹ 105 ILCS 5/24-24, amended by P.A. 103-806, and 23-III.Admin.Code §1.280 requires: (1) teachers, ~~and other certificated~~ [licensed] educational employees, and any other person (whether or not a licensed employee) providing a related service for or with respect to a student (except for individuals employed as paraprofessionals) to maintain discipline, and (2) the district to have a policy on discipline that provides that:

[A] teacher, other ~~certificated~~ [licensed] employee, and any other person, whether or not a ~~certificated~~ [licensed] employee, providing a related service for or with respect to a student may only use reasonable force as permitted under [105 ILCS 5/10-20.33] ~~needed to maintain safety for the other students, school personnel or persons or for the purpose of self defense or the defense of property,~~ shall provide that a teacher may remove a student from the classroom for disruptive behavior, and shall include provisions which provide due process to students. The policy shall prohibit the use of corporal punishment, as defined in [105 ILCS 5/22-100], in all circumstances not include slapping, paddling or prolonged maintenance of students in physically painful positions nor shall it include the intentional infliction of bodily harm. 105 ILCS 5/24-24, amended by P.A. 103-806.

bus, up to 10 consecutive school days, provided the appropriate procedures are followed.⁶² The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.⁶³

Student Handbook ⁶⁴

The Superintendent, with input from the parent-teacher advisory committee,⁶⁵ shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

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

Incorporated

Draft

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

⁶² Required by 105 ILCS 5/10-22.6(b).

⁶³ Id.

⁶⁴ 105 ILCS 5/10-20.14(a) requires schools to provide a copy of the student discipline policy to parents/guardians within 15 days after the beginning of the school year, or within 15 days after a transfer student starts classes, but it does not specify how to provide copies. For ease of administration, this policy specifies that copies will be provided via student handbooks.

⁶⁵ The board must establish and maintain a parent-teacher advisory committee to develop guidelines on student discipline. See [sample policy](#) 2:150, *Committees*. This policy's dissemination requirements are from 105 ILCS 5/10-20.14.

A comprehensive student handbook can provide notice of the school's conduct rules, extracurricular and athletic participation requirements, and other important information. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board. The Illinois Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh/.

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

LEGAL REF.: 20 U.S.C. §7971 et seq., Pro-Children Act of 2004.
20 U.S.C. §7961 et seq., Gun Free Schools Act.
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10,
5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/22-100, 5/24-24, 5/26-12, 5/27-
23.7, and 5/31-3.
105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education
Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.
410 ILCS 647/, Powdered Caffeine Control and Education Act.
430 ILCS 66/, Firearm Concealed Carry Act.
23 Ill.Admin.Code §§ 1.280, 1.285.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining
Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure
and/or Dropping Out of School and Graduation Incentives Program), 7:70
(Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140
(Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student
Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying,
Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200
(Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct),
7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for
Participants in Extracurricular Activities), 7:270 (Administering Medicines to
Students), 7:310 (Restrictions on Publications; Elementary Schools), 7:315
(Restrictions on Publications; High Schools), 8:30 (Visitors to and Conduct on
School Property)

Students

Suspension Procedures ¹

In-School Suspension ²

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

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

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following: ³

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).

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

¹ State law requires districts to have a policy on student discipline. 105 ILCS 5/10-20.14, amended by P.A. 103-896; 23 Ill.Admin.Code §1.280. State or federal law controls this policy's content.

Boards may authorize *by policy* the superintendent, building principal, assistant building principal, or dean of students to suspend students guilty of gross disobedience or misconduct from school, including all school functions. 105 ILCS 5/10-22.6(b), amended by P.A. 103-896. See sample policy 7:190, *Student Behavior*, for such an authorization.

² An in-school suspension program may focus on promoting non-violent conflict resolution and positive interaction with other students and school personnel, and districts may employ a school social worker or a licensed mental health professional to oversee in-school suspension programs. 105 ILCS 5/10-22.6(l), amended by P.A. 103-896. Providing programming during in-school suspensions is not required; however, providing educational programs during in-school suspensions will help distinguish them from exclusionary suspensions. See f/n 4 in sample policy 5:230, *Maintaining Student Discipline*, for further discussion of in-school suspension programs. Contact the board attorney for advice concerning amending this section.

20 ILCS 1705/76 requires the Ill. Dept. of Public Health to create and maintain an online database and resource page on its website that contains mental health resources specifically geared toward school social workers, school counselors, parents, teachers, and school support personnel. See the database at: www.dhs.state.il.us.

³ Suspension procedures are required by State law. 105 ILCS 5/10-22.6, amended by P.A. 103-896. The right to attend school is a property right protected by the due process clause of the U.S. Constitution. *Goss v. Lopez*, 419 U.S. 565 (1975). Imposing a short deprivation of this property right by suspending a student for 10 or fewer days requires only minimal due process. The student must be generally informed of the reasons for the possible suspension and be permitted to tell his/her version of the story. Making a decision to suspend before the hearing violates the basic due process requirement that the hearing be meaningful. *Sieck v. Oak Park-River Forest High Sch.*, 807 F.Supp. 73 (N.D. Ill. 1992).

4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:⁴
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;⁵
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:⁶
 - a) A threat to school safety, or
 - b) A disruption to other students' learning opportunities.
 - ii. For a suspension of 4 or more school days, an explanation:⁷
 - a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,
 - b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student,⁸ and
 - c) That the student's continuing presence in school would either:
 - i) Pose a threat to the safety of other students, staff, or members of the school community, or
 - ii) Substantially disrupt, impede, or interfere with the operation of the school.

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

⁴ 105 ILCS 5/10-22.6, amended by P.A. 103-896.

Consult the board attorney (1) about the specific documentation required in this portion of the notice, and (2) to ensure that 7:200-E1, *Short Term Out-of-School Suspension (1-3 Days) Reporting Form* and 7:200-E2, *Long Term Out-of-School Suspension (4-10 Days) Reporting Form* reflect the exact practices that the district will use to implement this requirement.

⁵ Required by 105 ILCS 5/10-22.6(b-30).

⁶ 105 ILCS 5/10-22.6(b-15) explains that "threat to school safety or a disruption to other students' learning opportunities" shall be determined by the school board or its designee on a case-by-case basis. **Consult the board attorney for specific advice regarding the application of these statutory terms in this context (see f/n 8, below).**

⁷ 105 ILCS 5/10-22.6(b-20). School officials are granted the sole authority to determine on a case-by-case basis: (1) whether "appropriate and available behavioral and disciplinary interventions have been exhausted;" and (2) whether "the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community, or (ii) substantially disrupt, impede, or interfere with the operation of the school." Consult the board attorney to request specific training for school officials to apply these statutory terms in this context.

⁸ While school officials have discretion to determine the length of suspensions, they must resolve threats, address disruptions, and minimize the length of student exclusions to the greatest extent practicable. 105 ILCS 5/10-22.6(b-20). **Consult the board attorney about the practical implementation of documenting other appropriate and available interventions for the student.**

Last, the law also requires school districts to make reasonable efforts to provide ongoing professional development to all school personnel, school board members, and school resource officers on the requirements of 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14, adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, *trauma-responsive learning environments* as defined in 105 ILCS 5/3-11(b), appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates. 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896.

- d) ~~Of For a suspension of 4 or more school days, the information listed in section 4.3.ii., above, along with documentation by the Superintendent or designee determining~~ what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension, as determined by the Superintendent or designee.⁹
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board.¹⁰
- a. At the review, the student²s and his or her parent(s)/guardian(s) may appear with a representative of their choice and at their expense, be accompanied by a support person of their choice and at their expense, disclose any factor to be considered in mitigation (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), and discuss the suspension with the Board or its hearing officer ~~and may be represented by counsel. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing.~~¹¹
- b. If the review involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim.¹²
- c. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.¹³
- d. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.¹⁴

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

⁹ 105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896. In consultation with stakeholders, the Ill. State Board of Education (ISBE) must draft and publish guidance for the re-engagement of students who are suspended out-of-school, expelled, or returning from an alternative school setting by 7-1-25. *Id.*

¹⁰ A board may hear student disciplinary cases in a meeting closed to the public. 5 ILCS 120/2(c)(9).

¹¹ 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. A representative chosen by the parent/guardian (or by the student, if emancipated) must be permitted to represent the student "throughout the proceedings and to address the school board or its appointed hearing officer." A support person chosen by the parent/guardian (or by the student, if emancipated) must also be permitted to accompany the student to any expulsion hearing or proceeding. *Id.* For the definition of *support person*, see sample administrative procedure 7:255-API, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

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

¹³ 105 ILCS 5/10-22.6(c), ~~amended by P.A. 102-539.~~

¹⁴ 105 ILCS 5/10-22.6(b), ~~amended by P.A. 103-896.~~

LEGAL REF.: Goss v. Lopez, 419 U.S. 565 (1975).
105 ILCS 5/10-20.14, 5/10-22.6.
23 Ill.Admin.Code §1.280.

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

Draft

Students

Expulsion Procedures ¹

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following: ²

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. ³
The request shall: ⁴
 - a. Include the time, date, and place for the hearing.
 - b. Briefly describe what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. Inform the student and parent(s)/guardian(s) that a representative of their choice and at their expense is permitted to represent the student throughout the proceedings and to address the Board or its hearing officer.
 - e-e. Inform the student and parent(s)/guardian(s) that a support person of their choice and at their expense is permitted to accompany the student throughout the proceedings.
 - d-f. List the student's prior suspension(s).
 - e-g. State that the School Code allows the School Board to expel a student for a definite period of time not to exceed two calendar years, as determined on a case-by-case basis.
 - f-h. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney appear with a representative and/or support person and, if so, provide the attorney's name(s) and contact information for the representative and/or support person.

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

¹ State or federal law requires districts to have a policy on student discipline. 105 ILCS 5/10-20.14, amended by P.A. 103-896; 23 Ill.Admin.Code §1.280. State or federal law controls this policy's content. The discipline of special education students must comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules. See sample policy 7:230, *Misconduct by Students with Disabilities*.

² Expulsion procedures are required by State law. 105 ILCS 5/10-22.6(a), amended by P.A. 103-896. The right to attend school is a property right protected by the due process clause of the U.S. Constitution. Goss v. Lopez, 419 U.S. 565 (1975). Thus, an expulsion of more than 10 days requires due process including, but not limited to, notice of the charges, an opportunity to hear the evidence in support of the charges, an opportunity to refute them, and a decision by an impartial decision maker based on the evidence presented. The adequacy of an expulsion hearing is frequently challenged; the board attorney should be consulted as every due process analysis will be highly fact-specific. See f/n 9 and 12, *infra*.

³ 105 ILCS 5/10-22.6(a), amended by P.A. 103-896. Whenever the term "registered mail" is used in the School Code, it shall be deemed to authorize the use of either registered mail or certified mail, return receipt requested. 105 ILCS 5/1-3.5.

⁴ Id. Items a and b address due process, which includes the right to receive a notice with enough detail and with enough time to prepare a defense. Item c details the requirements pertaining to expulsions throughout 105 ILCS 5/10-22.6. Items d and e are required by 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a Ensuring Success in School (ESS) Law, eff. 7-1-25. See f/n 7, below. Items d-f through h are optional best practice inclusions. **Consult the board attorney about the specific documentation required in this portion of the notice to ensure the district's practice matches the policy language.**

2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it.⁵ If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
- 2.3. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.⁶
4. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged.
- a. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student.
- b. The student and his or her parent(s)/guardian(s) may ~~be represented by counsel~~ appear with a representative, be accompanied by a support person, disclose any factor to be considered in mitigation (including his or her status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing.⁷
- c. If the expulsion hearing involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim.⁸
- 3.5. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.

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

⁵ A board may hear student disciplinary cases in a meeting closed to the public. 5 ILCS 120/2(c)(9).

⁶ 105 ILCS 5/10-22.6(c), ~~amended by P.A. 102-539.~~

⁷ 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. For the definition of *support person*, see [sample administrative procedure 7:255-AP1, Supporting Students who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence](#).

A student's opportunity to offer evidence, present witnesses, cross-examine witnesses, and otherwise present reasons why the student should not be expelled generally outweighs a district's interest in not providing the student these opportunities. See, *Camlin v. Beecher Comm. Sch. Dist.*, 339 Ill.App.3d 1013 (3rd Dist. 2003) and *Colquitt v. Rich Tsp H. S. Dist.*, 298 Ill.App.3d 856 (1st Dist. 1998). Determining whether denying these opportunities would violate a student's right to due process requires a careful analysis of the facts and federal case law. See *Brown v. Plainfield Dist.*, 500 F. Supp.2d 996 (N.D. Ill. 2007) and *Coronado v. Valleyview Sch. Dist.*, 537 F.3d 791 (7th Cir. 2008).

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

4-6. If the Board acts to expel the student, its written expulsion decision shall: ⁹

- a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school. ¹⁰
- b. Provide a rationale for the specific duration of the recommended expulsion. ¹¹
- c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student. ¹²
- d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school. ¹³
- e. Upon expulsion, the District may refer the student to appropriate and available support services. ¹⁴

LEGAL REF.: Goss v. Lopez, 419 U.S. 565 (1975).
105 ILCS 5/10-20.14, 5/10-22.6.

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

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

⁹ Consult the board attorney to request specific training for school officials to apply these statutory terms in the context of expulsions. See sample exhibit 7:210-E1, Notice of Expulsion Hearing. The law gives school officials discretion while also requiring them to resolve threats, address disruptions, and minimize the length of student exclusions to the greatest extent practicable. 105 ILCS 5/10-22.6(b-20). Yet, the law also requires school districts to make reasonable efforts to provide ongoing professional development to teachers, administrators, all school personnel, school board members, and school resources offices, and staff on the requirements of 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14, adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments as defined in 105 ILCS 5/3-11(b), and developmentally appropriate disciplinary methods that promote positive and healthy school climates. 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896.

¹⁰ 105 ILCS 5/10-22.6(a), amended by P.A. 103-896.

¹¹ Id.

¹² 105 ILCS 5/10-22.6(b-20) requires and grants school officials the sole authority to determine on a case-by-case basis: (1) whether “appropriate and available behavioral and disciplinary interventions have been exhausted,” and (2) whether “the student’s continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school.”

¹³ Id.

¹⁴ 105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896. **Consult the board attorney about transfers to an alternative program pursuant to Article 13A of the School Code.** See Leak v. Bd. of Educ. of Rich Twp. High Sch. Dist. 227, 2015 IL App (1st) 143202, requiring *obiter dictum* that before school officials transfer students to alternative schools for extended periods of time, they must provide students with a meaningful opportunity to be heard.

Students

Student Support Services ¹

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools. ²

The following student support services may be provided by the School District: ³

1. Health services supervised by a qualified school nurse.⁴ The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.

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

¹ State or federal law controls this policy's content. The Children's Mental Health Act requires all districts to have a policy for incorporating social and emotional development into its educational program. 405 ILCS 49/15(b). The policy must address two areas: (1) teaching and assessing social and emotional skills; and (2) protocols for responding to children with social, emotional, or mental health problems, or a combination of such problems, that impact learning ability. Id. Sample policy 6:65, *Student Social and Emotional Development*, addresses the first required area and this sample policy addresses the second required area.

² Required by 105 ILCS 5/10-20.59, amended by P.A. 102-199. See f/n 16 in sample policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, for liaison responsibilities and requirements.

³ All districts are required to conduct a comprehensive needs assessment to determine the scope of student personnel services needs in the areas of: (1) guidance and counseling needs; (2) psychological needs; (3) social work needs; and (4) health needs. 23 Ill.Admin.Code §1.420(q). Endorsement requirements for various types of school support personnel are referenced in f/ns 3 through 6 below, and further information is available at: www.isbe.net/Pages/PEL-School-Support-Ed-Lic.aspx. Until 6-20-26, an individual who fails to meet the necessary qualifications for a specific school support personnel endorsement, but holds another professional license or certification approved by ISBE, may seek short-term approval for assignment to a position in situations where an unforeseen vacancy occurs. 23 Ill.Admin.Code §25.48. Short-term approvals are valid for three full fiscal years. 23 Ill.Admin.Code §25.432.

105 ILCS 5/2-3.147, added by P.A. 95-558 and repealed by P.A. 99-30, created the Ensuring Success in School Task Force. 105 ILCS 5/26A-15, added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, and scheduled to be repealed on 12-1-25, created a subsequent Ensuring Success in School Task Force. See f/n 31 in sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*; 6:65, *Student Social and Emotional Development*, for further information.

⁴ School districts may employ non-professional-educator-licensed *registered professional nurses* to perform professional nursing services. 105 ILCS 5/10-22.23, amended by P.A. 102-894; 23 Ill.Admin.Code §1.760(c). A *registered professional nurse* means any nurse who is licensed to practice professional nursing in Illinois under the Nurse Practice Act (225 ILCS 65/) and whose license is active and in good standing with the Ill. Dept. of Financial and Professional Regulation. 23 Ill.Admin.Code §1.760(b).

A *school nurse* means any registered professional nurse who also holds a professional educator license endorsed for school support services in school nursing, or any registered professional nurse who does not hold the professional educator license but was employed in the school district of current employment before 7-1-76. 23 Ill.Admin.Code §1.760(c).

105 ILCS 5/10-22.23 provides that any nurse first employed on or after 7-1-76, whose duties require teaching or the exercise of instructional judgment or educational evaluation of students, must be licensed under 105 ILCS 5/21B-25.

A school nurse may hold a Professional Educator License with a school support personnel endorsement. 105 ILCS 5/21B-25(2)(G); 23 Ill.Admin.Code §§1.760(c), 23.120, 25.245.

Health services may also be available through school based/linked health centers implemented by the Ill. Dept. of Public Health. 105 ILCS 129/; 77. Ill.Admin.Code Part 641. For further information, see: <https://dph.illinois.gov/topics-services/life-stages-populations/maternal-child-family-health-services/school-health#resources>.

2. Educational and psychological testing services and the services of a school psychologist⁵ 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.⁶ A student's parent/guardian must consent to regular or continuing services from a social worker.
4. ~~Guidance and s~~School counseling⁷ services. The Superintendent or designee shall annually inform all school personnel and students 12 years of age and older, in writing, of the availability of counseling without parent/guardian consent under 405 ILCS 5/3-550.⁸

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health needs that impact learning ability.⁹ The District, however, assumes no liability for preventing, identifying, or treating such needs.

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

⁵ A *school psychologist* means a psychologist who holds a Professional Educator License with a school psychologist endorsement per 105 ILCS 5/21B-25 and either: (1) has graduated with a master's degree or higher degree in psychology or educational psychology from an institution of higher education that maintains equipment, courses of study, and standards of scholarship approved by the Ill. State Board of Education (ISBE), has had at least one school year of full-time supervised experience in the delivery of school psychological service approved by the State Superintendent of Education, and has such additional qualifications as may be required by ISBE; or (2) holds a valid Nationally Certified School Psychologist credential. 105 ILCS 5/14-1.09. School psychologists hold a Professional Educator License with a school support personnel endorsement. 105 ILCS 5/21B-25(2)(G); 23 Ill.Admin.Code §§1.760(a), 23.130, 25.235. The scope of school psychological services is described in 105 ILCS 5/14-1.09.1, ~~amended by P.A. 102-894.~~

⁶ A *school social worker* means a social worker who has graduated from an accredited graduate school of social work and has such additional qualifications as may be required by ISBE and who holds a Professional Educator License with a school support personnel endorsement for school social work per 105 ILCS 5/21B-25. 105 ILCS 5/14-1.09a. See 105 ILCS 5/10-22.24a, ~~amended by P.A. 102-894,~~ and 5/21B-25(2)(G); 23 Ill.Admin.Code §§1.760(a), 23.140, 25.215. School social workers may not provide services outside of their district employment to any student(s) attending school in the district. 105 ILCS 5/14-1.09a.

School marriage and family therapists are another type of school support personnel; they hold a Professional Educator License with a school support personnel endorsement. 105 ILCS 5/21B-25(2)(G); 23 Ill.Admin.Code §§23.150, 25.260. The scope of school social worker services is described in 105 ILCS 5/14-1.09.2, ~~amended by P.A. 102-894.~~

⁷ *School counselors* hold a Professional Educator License with a school support personnel endorsement. 105 ILCS 5/21B-25(2)(G); ~~105 ILCS 5/10-22.24a;~~ 23 Ill.Admin.Code §§1.760(a), 23.110, 25.225. *School guidance counselors* refers to district employees that work in high schools to offer students advice and assistance in making career or college plans; ~~no specific school support personnel endorsement exists for school guidance counselors.~~ 105 ILCS 5/22-93, ~~amended by P.A. 103-1020 added by P.A. 102-327 and renumbered by P.A. 102-813.~~ School counseling services may include, but are not limited to, the numerous services detailed in 105 ILCS 5/10-22.24b, amended by P.A.s 103-542 and 103-780.

In contrast, *professional counselors* and professional counseling practice in Illinois are governed by the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act and its implementing regulations. 225 ILCS 107/; 68 Ill.Admin.Code Part 1375. The Mental Health and Developmental Disabilities Code, 405 ILCS 5/, provides that minors 12 years of age or older may request and receive up to eight 90-minute sessions (previously five 45-minute sessions) of professional counseling services or psychotherapy (provided by a clinical psychologist) without the consent of the minor's parent, guardian, or person in loco parentis. 405 ILCS 5/3-550. Most school districts do not regularly provide *professional* counseling or *clinical* psychological services to students. Instead, most districts provide *school counseling* or *school psychological* services to students, and Illinois law does not specify any limits on the number of school counseling or school psychological sessions which a minor may have before obtaining parent/guardian permission. If your district seeks to regularly provide *professional counseling* or *clinical psychological* services to students, consult with your board attorney about potential changes to board policies and administrative procedures, as well as collective bargaining issues.

⁸ 105 ILCS 5/26A-40(h), added by P.A. 102-466, a/k/a ESS Law, eff. 7-1-25.

⁹ Required by ~~the Children's Mental Health Act,~~ 405 ILCS 49/15(b).

Erin's Law Counseling Options, Assistance, and Intervention ¹⁰

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

Article 26A Domestic or Sexual Violence and Parenting Resource Personnel ¹¹

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

The Superintendent shall ensure that this policy shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq., and that it is respectful of student privacy, including that student records are maintained and their confidentiality protected in accordance with Board policy and District procedures. ¹²

| | |
|-------------|--|
| LEGAL REF.: | 105 ILCS 5/10-23.13(b), 5/10-20.59, and 5/21B-25(G) , <u>and 5/26A.</u> <u>405 ILCS 5/, Mental Health and Developmental Disabilities Code.</u> 405 ILCS 49/, Children's Mental Health Act. 740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act. |
| CROSS REF.: | 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), <u>7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)</u> , 7:280 (Communicable and Chronic Infectious Disease), 7:340 (Student Records) |

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¹⁰ Required by *Erin's Law*, 105 ILCS 5/10-23.13(b)(2), (3), and (5), ~~amended by P.A. 102-610~~. See sample policy 5:90, *Abused and Neglected Child Reporting*, and sample administrative procedure 5:90-AP¹, *Coordination with Children's Advocacy Center*, for more information on Children's Advocacy Centers.

¹¹ Required by 105 ILCS 5/26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP¹, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

¹² This policy text is based on recommendations of the second ESS Task Force. See pp. 13-14 of the June 2024 ESS Task Force final report, at: www.isbe.net/Documents/ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf.

Students

Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence¹

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

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

1. Distributes this policy and procedures for requesting supportive services or filing a complaint to all students at the beginning of each school year.²
2. Ensures at least one staff member in each school building is designated as a resource person for Article 26A Students (Article 26A Resource Person) and receives training in accordance with 105 ILCS 5/26A-35.³
3. Notifies all District employees and agents that, upon learning or suspecting that a student is a parent, expectant parent, or victim of domestic or sexual violence, they must refer the student to a designated Article 26A Resource Person.⁴
4. Ensures any employees whose duties include the resolution of Article 26A complaints receive training in accordance with 105 ILCS 5/26A-25(b)(1).⁵

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¹ State law requires this subject matter be covered by policy. 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. An *expectant parent* is a student who (i) is pregnant and (ii) has not yet received a diploma for completion of a secondary education as defined in 105 ILCS 5/22-22. Id. at 5/26A-10.

105 ILCS 5/2-3.147, added by P.A. 95-558 and repealed by P.A. 99-30, created the first Ensuring Success in School (ESS) Task Force. Supervised by the Ill. State Board of Education (ISBE), it developed policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence; the goal was to encourage these students to stay in school, stay safe while in school, and successfully complete their education. The June 2010 report of the first ESS Task Force is available here: www.isbe.net/Documents/ess-task-force-final-report0610.pdf. 105 ILCS 5/26A-15, added by P.A. 102-466 (a/k/a *ESS Law*) and scheduled to be repealed on 12-1-25, created a second ESS Task Force supervised by ISBE, also focused on the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence. The second ESS Task Force was to: (1) draft and publish model policies and intergovernmental agreements for inter-district transfers, (2) draft and publish model complaint resolution procedures, and (3) identify current mandatory and new staff trainings needed. The June 2024 report of the second ESS Task Force is available here: www.isbe.net/Documents/ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf.

² 105 ILCS 5/26A-20(d), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25.

³ See f/n 25 in sample policy 5:100, *Staff Development Program*, and sample administrative procedure 7:255-API, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, for further information about training requirements.

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

⁵ See f/n 3, above.

5. Requires verification of a student's claim of Article 26A status relating to domestic or sexual violence in accordance with 105 ILCS 5/26A-45.⁶
6. Provides Article 26A Students with in-school support services, information about non-school-based support services, and the ability to make up work missed due to circumstances related to the student's Article 26A status in accordance with 105 ILCS 5/26A-40.⁷
7. Ensures the prompt and equitable resolution of all Article 26A complaints through a complaint resolution procedure that fully complies with 105 ILCS 5/26A-25.⁸
8. Ensures that all information concerning an Article 26A Student's status and related experiences, or information concerning a student who is a named perpetrator of domestic or sexual violence, provided to or otherwise obtained by the District or its employees or agents pursuant to 105 ILCS 5/26A is retained in a confidential temporary file in accordance with 105 ILCS 10/2(f).⁹ Confidentiality procedures will:¹⁰
 - a. Provide that such information may not be disclosed to any other individual outside of the District, including any other employee, except if such disclosure is: (1) permitted by the Ill. School Student Records Act (105 ILCS 10/), the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g), or other applicable State or federal laws; or (2) requested or consented to, in writing, by the Article 26A Student or their parent/guardian if it is safe to obtain written consent from the parent/guardian; and
 - b. Comply with the requirements of 105 ILCS 5/26A-30.

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⁶ 105 ILCS 5/26A-45, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See detailed verification requirements and restrictions in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

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

⁸ 105 ILCS 5/26A-25 and 5/26A-20(c), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, list the basic requirements for a complaint resolution procedure. Live hearings are not required but may be offered as part of the complaint resolution procedure. **Consult the board attorney if the board wants the district to use a live hearing in its complaint resolution procedure.** For an Article 26A complaint resolution procedure, see sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. See also sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

⁹ 105 ILCS 5/26A-45(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. The *ESS Law* amended the definition of *student temporary record* in the Ill. School Student Records Act (ISSRA) (105 ILCS 10/) to include information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A. 105 ILCS 10/2(f), amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25.

¹⁰ Required by 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. The policy text is based on recommendations of the second *ESS Task Force*. See p. 14 of the June 2024 *ESS Task Force final report*, at: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. The phrase "including any other employee" comes directly from 105 ILCS 5/26A-30(a) and is confusing because it is unclear whose employee is being referenced. ISSRA permits student records to be disclosed to any district employees with a "current demonstrable educational or administrative interest" in a student if disclosure is "in furtherance of such interest." 105 ILCS 10/6(a)(2). **Consult the board attorney for guidance.**

9. Ensures that in the event an Article 26A Student or their parent/guardian reports an incident of alleged domestic or sexual violence, the District's procedures comply with 105 ILCS 5/26A-20(c). ¹¹
10. Complies with State and federal law and aligns with Board policies. ¹²

Requesting Support Services

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

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint under this policy with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking. ¹³

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers. ¹⁴

Nondiscrimination Coordinator:

Title IX Coordinator:

Name

Name

Address

Address

Email

Email

Telephone

Telephone

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

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

¹² See sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, for a list of board policies implicated by the ESS Law and that may interact with this policy.

¹³ By including "any employee" in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

¹⁴ While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. 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.

Complaint Managers:

Name

Name

Address

Address

Email

Email

Telephone

Telephone

Complaint Resolution Procedure

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

Enforcement

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

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Policy Review ¹⁵

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

Retaliation Prohibited ¹⁶

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

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¹⁵ 105 ILCS 5/26A-20(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. This provision also requires districts to review and revise any procedures that act as a barrier to Article 26A Students. Since procedure review and revision is administrator work and not board work, this requirement is addressed in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

¹⁶ 105 ILCS 5/26A-50, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25.

A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension or expulsion, with regard to students.

- LEGAL REF.: 105 ILCS 5/26A.
105 ILCS 10/, Ill. School Student Records Act.
405 ILCS 5/, Mental Health and Developmental Disabilities Code.
405 ILCS 49/, Children's Mental Health Act.
740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.
23 Ill.Admin.Code §1.240 and Part 200.
- CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:250 (Student Support Services), 7:340 (Student Records)

Students

Administering Medicines to Students ¹

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

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

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

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students. ²

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has

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¹ All boards must have a policy for administering medication. 105 ILCS 5/10-20.14b. State law prohibits school boards from requiring that teachers and other non-administrative school employees administer medication to students; exceptions are certificated school nurses and non-certificated registered professional nurses. 105 ILCS 5/10-22.21b. For a sample medication authorization form, see sample exhibit 7:270-E1, *School Medication Authorization Form*.

Separate from this policy, boards must also adopt a policy that addresses the prevention of anaphylaxis and a district's response to medical emergencies resulting from anaphylaxis. See sample policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*, and its accompanying administrative procedure, 7:285-AP, *Anaphylaxis Prevention, Response, and Management Program*, for more information. Due to the structure of the School Code and the IASB Policy Reference Manual, sample policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*, does not address the administration of epinephrine and instead refers to this policy 7:270, *Administering Medicine to Students*.

² Each district must inform students, e.g., through homeroom discussion or loudspeaker announcement, about, and distribute to their parents/guardians, the district's policy, guidelines, and forms on administering medicines within 15 days after the beginning of each school year, or within 15 days after starting classes for a student who transfers into the district. 105 ILCS 5/10-20.14b. A comprehensive student handbook can provide notice to parents and students of the school's rules, extracurricular and athletic participation requirements, and other important information. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board. The Illinois Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh/.

completed and signed an *SMA Form*.³ The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.⁴

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*.⁵ A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan.⁶

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan.⁷ A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.⁸

Commented [DJ1]: Subscriber note: This is not a new requirement, but it is added to make clear in policy that self-carry may also be authorized for diabetes/seizure management.

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³ 105 ILCS 5/22-30, ~~amended by P.A. 102-413~~, requires school districts to allow students to *self-administer* their prescribed asthma medication and an epinephrine injector as described. *Self-carry* means a student's ability to carry his or her prescribed asthma medication or epinephrine injector. *Self-administer* and *self-administration* mean that a student may use these two medications at his or her discretion: (1) while in school; (2) while at a school sponsored activity; (3) while under the supervision of school personnel; or (4) before or after normal school activities, such as while in before-school or after-school care on school-operated property.

⁴ 105 ILCS 5/10-22.21b(d). The plan must address actions to be taken if the student is unable to self-administer medication and the situations in which the school must call 911. *Id.* For plan guidance, see sample administrative procedure 7:270-API, *Dispensing Medication*.

⁵ 105 ILCS 5/10-22.21b(c), amended by P.A. 103-175. A student with an asthma action plan, an Individual Health Care Action Plan, an allergy emergency action plan, a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or a plan pursuant to the federal Individuals with Disabilities Education Act may self-administer medication if the student's parent/guardian provides the school with: (1) written permission for the student's self-administration of medication, (2) written authorization from the student's physician, physician assistant, or advanced practice registered nurse for the student to self-administer the medication, and (3) the prescription label containing the name of the medication, the prescribed dosage, and the time(s) or circumstances under which the medication is to be administered. *Id.* This does not allow a student to self-carry unless otherwise permitted. Contact the board attorney for further guidance.

⁶ 105 ILCS 145/30; 105 ILCS 150/30.

⁷ 105 ILCS 5/22-30, ~~amended by P.A. 102-413~~ (asthma medication and epinephrine injectors) and 105 ILCS 5/10-22.21b (medications required by a plan listed in 105 ILCS 5/10-22.21b(c)). 105 ILCS 5/22-30(c) requires this information to be in a notification to parents/guardians. 105 ILCS 5/10-22.21b does not specifically require this information to be in a notification to parents/guardians. However, 105 ILCS 5/10-22.21b requires parents/guardians to sign a statement that includes the district's protections from liability under 105 ILCS 5/10-22.21b; the signed acknowledgment (see f/n 7) is the notice. This policy includes the liability protection information under 105 ILCS 5/10-22.21b to also inform the community.

The storage of medication is not addressed in the applicable statutes and may not be covered as part of the district's protections from liability and hold harmless provisions. Contact the board attorney and the board's liability insurance carrier for further discussion about the district's liability and coverage in this area.

⁸ 105 ILCS 5/22-30(c) and 105 ILCS 5/10-22.21b(e). Both statutes require parents/guardians to sign a statement: (1) acknowledging the statement from f/n 6 above; and (2) that they must indemnify and hold harmless the school district and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the self-administration of medication by the student. There are several methods to obtain a parent/guardian's signature for this purpose, e.g., receipt of handbook signature, or see sample exhibit 7:270-E1, *School Medication Authorization Form*. Discuss with the board attorney the method that works best for the district.

School District Supply of Undesignated Asthma Medication⁹

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. *Undesignated asthma medication* means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law,¹⁰ may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having *respiratory distress*. Respiratory distress may be characterized as *mild-to-moderate* or *severe*.¹¹ Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.¹²

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

⁹ Optional. A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement 105 ILCS 5/22-30, ~~amended by P.A. 102-413~~. The law permits a district to maintain a supply of undesignated asthma medication in any secure location that is accessible before, during, and after school where a person is most at risk, including, but not limited to a classroom or the nurse's office, and use them when necessary. ~~The P.A. 100-726 amendment requiring accessibility before, during, and after school did not address the logistical issues that classrooms are typically locked before and after school. Consult the board attorney about implementation issues with this phrase in the law.~~

Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated asthma medication, implement a plan for its use, and then not doing it, as doing so may be fraught with legal liabilities. Also fraught with legal liabilities is when the district provides them, but does not have them accessible before, during, and after school where an asthmatic person is most at risk as required by 105 ILCS 5/22-30, ~~amended by P.A. 102-413~~. See *In re Estate of Stewart*, 406 Ill.Dec. 345 (2nd Dist. 2016)(denying tort immunity to district, finding its response to a student's asthma attack was *willful* and *wanton* (which district disputed as a possible heart attack)) and *In re Estate of Stewart*, 412 Ill.Dec. 914 (Ill. 2017)(school district's appeal denied).

The superintendent is given broad authority to implement this section; however, several preliminary steps should occur with the assistance of the board attorney. They include, but are not limited to: (1) investigating the feasibility of obtaining a prescription for a supply of undesignated asthma medication in the name of the district or one of its schools, and (2) outlining the advantages and disadvantages of implementing this plan based upon each district's individual resources and circumstances, and student population's needs. To address the challenge of filling prescriptions for undesignated asthma medication, the Ill. Pharmacists Association drafted a letter that may be presented to a pharmacy by a district, available at: www.isbe.net/Documents/IPA-Letter-Stock-Albuterol-Schools.pdf?_cldee=BteIGusJeg4Wd3XGMA-81VB3v7EOgRMwj-acELKt5VvfZp-HK5z7IOPBWEkq8m&recipientid=contact-deb493d09761eb11a8120022480a52e0-872ec093583e476e9087f877ee80a69d&esid=e1634f63-4397-ed11-aad1-000d3a3148fb www.isbe.net/Documents/IPA-Letter-Stock-Albuterol-Schools.pdf.

¹⁰ 105 ILCS 5/22-30(a) defines *trained personnel* as any school employee or volunteer personnel authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of the School Code who has completed training required by 105 ILCS 5/22-30(g), to recognize and respond to anaphylaxis, an opioid overdose, or respiratory distress. 105 ILCS 5/22-30(a).

The Ill. State Board of Education (ISBE) must develop the training curriculum for trained personnel, and it may be conducted online or in person. *Id.* at (h), ~~amended by P.A. 102-413~~, and 23 Ill.Admin.Code §1.540(e)(3). 105 ILCS 5/22-30(h-5), 5/22-30(h), ~~amended by P.A. 102-413~~, and 5/22-30(h-10), and 23 Ill.Admin.Code §1.540(e) list the training curriculum requirements to recognize and respond to an opioid overdose, an allergic reaction, including anaphylaxis, and respiratory distress, respectively. See training resources, at: www.isbe.net/Pages/School-Nursing.aspx.

¹¹ 105 ILCS 5/22-30(a). *Respiratory distress* means the perceived or actual presence of wheezing, coughing, shortness of breath, chest tightness, breathing difficulty, or any other symptoms consistent with asthma. *Id.*

¹² *Id.* at (g); 23 Ill.Admin.Code §1.540(e)(9) and (10).

School District Supply of Undesignated Epinephrine Injectors ¹³

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law,¹⁴ may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. ¹⁵

School District Supply of Undesignated Opioid Antagonists ¹⁶

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law.

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

¹³ Optional. See f/n 9, above. If the board adopts this subhead, the use of undesignated epinephrine injectors must align with its anaphylaxis prevention, response, and management policy. See sample policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*, at f/n 7, and its sample administrative procedure, 7:285-AP, *Anaphylaxis Prevention, Response, and Management Program*, at f/ns 4, 5, and 6. If the district does not maintain an undesignated supply of epinephrine, ensure that policy 7:285 and administrative procedure 7:285-AP do not state that it does maintain such a supply.

A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement 105 ILCS 5/22-30, ~~amended by P.A. 102-413~~. The law permits a district to maintain a supply of undesignated epinephrine injectors in any secure location that is accessible before, during, and after school where an allergic person is most at risk, including, but not limited to, classrooms and lunchrooms, and use them when necessary. ~~105 ILCS 5/22-20 requires accessibility before, during, and after school does not address the logistical issues that classrooms are typically locked before and after school. Consult the board attorney about the implementation issues with this new phrase in the law.~~

Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated epinephrine injectors, and implement a plan for their use, and then not doing it, as doing so may be fraught with legal liabilities. Also fraught with legal liabilities is if the district is provides them, but does not have them accessible before, during, and after school where an allergic person is most at risk as required by 105 ILCS 5/22-30, amended by P.A. 102-413. See *In re Estate of Stewart*, 406 Ill.Dec. 345 (2nd Dist. 2016)(denying tort immunity to district, finding its response to a student's asthma attack was *willful and wanton* (which district disputed as a possible heart attack)); *In re Estate of Stewart*, 412 Ill.Dec. 914 (Ill. 2017)(school district's appeal denied).

The superintendent is given broad authority to implement this section; however, several preliminary steps should occur with the assistance of the board attorney. They include, but are not limited to: (1) investigating the feasibility of obtaining a prescription for a supply of undesignated epinephrine injectors in the name of the district or one of its schools, and (2) outlining the advantages and disadvantages of implementing this plan based upon each district's individual resources and circumstances, and student population's needs.

¹⁴ See the discussion regarding *trained personnel*, in f/n 109, above.

¹⁵ See f/n 124, above.

¹⁶ Required by 105 ILCS 5/22-30(f), amended by P.A. 103-348, ~~eff. 1-1-24~~. In the case of a shortage of opioid antagonists, a district must make reasonable efforts to maintain a supply. *Id.* At least one opioid antagonist, a naloxone nasal spray, has been approved by the U.S. Federal Food and Drug Administration for over-the-counter, nonprescription use. A district must obtain a prescription for a supply of opioid antagonists from a *health care professional* with prescriptive authority under the Substance Use Disorder Act, 20 ILCS 301/5-23, unless it is able to secure a supply without a prescription. *Id.* *Health care professional* means a physician licensed to practice medicine in all its branches, a licensed physician assistant with prescriptive authority, a licensed advanced practice registered nurse with prescriptive authority, or an advanced practice registered nurse who practices in a hospital or ambulatory surgical treatment center and possesses appropriate clinical privileges in accordance with the Nurse Practice Act, 20 ILCS 301/5-23(d)(4). *Id.*

Consult the board attorney regarding the Safe and Drug-Free School and Communities Act of 1994 (20 U.S.C. §7101(b)). It prohibits funds provided under it to be used for medical services or drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to crime or who illegally use drugs.

Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel,¹⁷ as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.¹⁸ See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.¹⁹

School District Supply of Undesignated Oxygen Tanks²⁰

In schools where the District maintains special educational facilities, the Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated oxygen tanks in the name

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A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement 105 ILCS 5/22-30, amended by P.A.s ~~102-413~~ and 103-348. The law permits a district to maintain a supply of undesignated opioid antagonists in any secure location where a person is at risk of an opioid overdose and use them when necessary. The consequences of informing the community that the district will obtain a prescription for a supply of opioid antagonists and implement a plan for their use, and then not doing it may be fraught with legal liabilities.

The superintendent is given broad authority to implement this section; however, several preliminary steps should occur with the assistance of the board attorney. They include, but are not limited to: (1) investigating the feasibility of obtaining a prescription for a supply of opioid antagonists in the name of the district or one of its schools, and (2) outlining the advantages and disadvantages of implementing this plan based upon each district's individual resources and circumstances, and student population's needs.

¹⁷ See the discussion regarding *trained personnel* in f/n 109, above. [The Clinical Social Work and Social Work Practice Act also authorizes licensed school social workers to possess and administer opioid antagonists in the licensed clinical social worker's or licensed social worker's professional capacity. 225 ILCS 20/4.5, added by P.A. 103-1048.](#)

¹⁸ See f/n 124, above.

¹⁹ This sentence is optional. 20 ILCS 301/20-30, mandates the Ill. Dept. of Human Services to create a website with these resources. The purpose of this sentence is to provide the community with information about a public health crisis affecting students. See www.dhs.state.il.us/page.aspx?item=58142 for resources.

²⁰ Optional. 105 ILCS 5/22-30(f), amended by P.A. 103-196, ~~eff. 1-1-24~~, permits a district maintaining special educational facilities under 105 ILCS 5/14-4.01 to maintain a supply of undesignated oxygen tanks in a secure location that is accessible before, during, and after school where a person with developmental disabilities is most at risk, including, but not limited to classrooms and lunchrooms. Delete if the district does not maintain special educational facilities for children with disabilities under 105 ILCS 5/14-4.01. *Special educational facility* is not specifically defined in 105 ILCS 5/14-4.01; consult the board attorney for advice regarding this term and if it is limited to separate buildings, self-contained classrooms, and/or programs attended solely by students with disabilities. For example, this option may not be available if a district utilizes a special education cooperative for all of its special education programming. There is a reference to *special education facilities* in 105 ILCS 5/14-12.01, which may provide some guidance; it addresses reimbursement for the construction and maintenance of "special education facilities designed and utilized to house instructional program, diagnostic services" and "other special education services for children with disabilities." 105 ILCS 22-30(f), amended by P.A. 103-196, ~~eff. 1-1-24~~, does not specify who can administer undesignated oxygen, nor does it specify any training requirements for its use in schools. To minimize potential liability and ensure proper administration, a best practice is to restrict who can administer undesignated oxygen to school nurses and other school personnel who have received appropriate training on the emergency use and storage of oxygen. See sample administrative procedure 7:270-AP2, *Checklist for District Supply of Undesignated Medication(s)*.

of the District and provide or administer them as necessary. The supply shall be maintained in accordance with manufacturer instructions and local fire department rules.

School District Supply of Undesignated Glucagon ²¹

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

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

Administration of Medical Cannabis ²²

The Compassionate Use of Medical Cannabis Program Act²³ allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated

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Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated oxygen tanks and implement a plan for their use, and then not doing it, as doing so may be fraught with legal liabilities. Also fraught with legal liabilities is if the district provides them, but does not have them accessible before, during, and after school where a person with development disabilities is most at risk as required by 105 ILCS 5/22-30(f), amended by P.A. 103-196, eff. 1-1-24. See *In re Estate of Stewart*, 406 Ill.Dec. 345 (2nd Dist. 2016)(denying tort immunity to district, finding its response to a student's asthma attack was *willful* and *wanton* (which district disputed as a possible heart attack)); *In re Estate of Stewart*, 412 Ill.Dec. 914 (Ill. 2017)(school district's appeal denied).

²¹ Optional. 105 ILCS 145/27 permits a district to maintain a supply of undesignated glucagon in any secure location that is immediately accessible to a school nurse or delegated care aide. A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement it.

Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated glucagon, and implement a plan for their use, and then not doing it, as doing so may be fraught with legal liabilities.

The superintendent is given broad authority to implement this section; however, several preliminary steps should occur with the assistance of the board attorney. They include, but are not limited to: (1) investigating the feasibility of obtaining a prescription for a supply of undesignated glucagon in the name of the district or one of its schools, and (2) outlining the advantages and disadvantages of implementing this plan based upon each district's individual resources and circumstances, and student population's needs.

²² 105 ILCS 5/22-33(g) (*Ashley's Law*), requires school boards to adopt a policy and implement it by:

1. Authorizing a parent/guardian and/or a *designated caregiver* of a student who is a *registered qualifying patient* to administer a medical cannabis infused product to that student at school or on the school bus (105 ILCS 5/22-33(b)).
2. Allowing a school nurse or administrator to administer a medical cannabis infused product to a student who is a *registered qualifying patient* while at school, a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care, on school-operated property, or while being transported on a school bus (105 ILCS 5/22-33(b-5)).
3. Authorizing a student who is a *registered qualifying patient* to self-administer a medical cannabis infused product if the self-administration takes place under the direct supervision of a school nurse or school administrator (*Id.*).

Important: If a district would lose federal funding as a result of the board adopting this policy, the board may not authorize the use of a medical cannabis infused product under *Ashley's Law* and not adopt this subsection. 105 ILCS 5/22-33(f). See f/n 26, below, and paragraph two of f/n 1 in sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*, for more information about Congress interfering with a state's decision to implement laws governing the legalization of cannabis, and consult the board attorney about the issue of federal funding. See also ISBE's *Frequently Asked Questions, Ashley's Law*, at: www.isbe.net/Documents/Medical-Cannabis-FAQ.pdf.

²³ 410 ILCS 130/.

caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old²⁴ and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if:

- a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District; ²⁵
 - c. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis; and ²⁶
 - d. After administering the product to the student, the designated caregiver immediately²⁷ removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the medical cannabis infused product to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus. ²⁸
 3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator. ²⁹

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

²⁴ *Id.* at 130/10(i), and 130/57(a) and (b). A student under the age of 18 may have up to three designated caregivers as long as at least one is a biological parent or a legal guardian. *Id.* at 130/57(a). A student 18 years of age or older may appoint up to three designated caregivers who meet the requirements of the Compassionate Use of Medical Cannabis Program Act. *Id.* at 130/57(b).

²⁵ The laws are silent about copies of the cards being provided to the district. Requiring copies of the registry cards is a best practice. Consult the board attorney about any records laws implicated in requiring and maintaining copies of these registry cards.

²⁶ A completed and signed school medication authorization form is not required by *Ashley's Law* but is a best practice and consistent with this sample policy's language for other medications. See sample exhibit 7:270-E2, *School Medication Authorization Form - Medical Cannabis*.

²⁷ The word *immediately* is not in *Ashley's Law*. It is added to ensure legal compliance with federal laws that could affect federal funding. For example, consider administrators who may be in the situation where a designated caregiver provides his or her child the product and then wants to volunteer in the school or greet another child in the school while carrying the product in the building, which may violate the Cannabis Control Act (720 ILCS 550/5.2). Consult the board attorney about the best term to use here, if any, as nothing in the law addresses these common scenarios that school administrators will encounter.

²⁸ 105 ILCS 5/22-33(b-5). A school nurse or administrator must annually complete a training curriculum to be developed by ISBE in consultation with the Ill. Dept. of Public Health prior to administering a medical cannabis infused product to a student in accordance with this section. 105 ILCS 5/22-33(f-5). See www.isbe.net/Pages/Health.aspx for training resources.

²⁹ *Id.* Any product administered by a school nurse or administrator, or self-administered under the supervision of a school nurse or administrator, must be stored with the school nurse at all times in a manner consistent with storage of other student medication at the school and may be accessible only by the school nurse or a school administrator. 105 ILCS 5/22-33(b-10).

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped.³⁰ Smoking and/or vaping medical cannabis is prohibited.³¹

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.³²

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator³³ pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy³⁴

The **School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.³⁵

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse

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³⁰ 410 ILCS 130/10(q). Consult the board attorney regarding the controversial issue of students using at, or bringing to school, cannabis-infused products without THC that are derived from *hemp or industrial hemp* (hemp oil or cannabidiol (CBD) oil, the naturally occurring cannabinoid constituent of cannabis). Hemp or industrial hemp is defined in the Industrial Hemp Act (IHA) as the plant *Cannabis sativa L.* and any part of that plant, whether growing or not, with a delta-9 tetrahydrocannabinol concentration of not more than 0.3 percent on a dry weight basis and includes any intermediate or finished product made or derived from industrial hemp. 505 ILCS 89/5, ~~amended by P.A. 102-696~~. Hemp or industrial hemp is also colloquially known as *agricultural hemp*.

Products from hemp or industrial hemp are widely available. As a consequence, school employees may encounter the argument from a student and his or her parent/guardian that the use of hemp or CBD oil products derived from hemp or industrial hemp (containing no THC) is not a violation of Illinois law because 720 ILCS 550/4 states "[e]xcept as otherwise provided in the Cannabis Regulation and Tax Act and the Industrial Hemp Act, it is unlawful for any person knowingly to possess cannabis." In addition, products containing hemp or CBD oil can be purchased with a prescription and without a medical marijuana card, so a parent/guardian may argue that such prescriptions should be administered at school as any other prescription medication would be. Consult the board attorney for guidance.

³¹ Optional sentence. 410 ILCS 130/10(q) prohibits medical cannabis from being smoked. District administrators may find providing this information to the community helpful to enforcement of this policy.

³² 105 ILCS 5/22-33(e). Consult the board attorney for guidance regarding whether a school nurse or administrator can be required to administer the product. ISBE's FAQ on *Ashley's Law* (see f/n 21) states that a school staff member cannot be forced to administer a medical cannabis infused product to a student because *Ashley's Law* does not require it.

³³ 105 ILCS 5/22-33(d).

³⁴ Remove this section if the board does not adopt the undesignated asthma medication, the undesignated epinephrine injector, the undesignated opioid antagonist, the undesignated glucagon, or the administration of medical cannabis sections (see f/n 21) of the policy. If the board adopts one or some but not all, delete the appropriate paragraph(s) or sentence(s) in this section.

³⁵ Discuss with the board attorney whether the board should remove this sentence when the district reaches full implementation of this section.

licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors. ³⁶

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply. ³⁷

The **School District Supply of Undesignated Oxygen Tanks** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for oxygen tanks from a qualifying prescriber,³⁸ or (2) fill the District's prescription for undesignated oxygen tanks. ³⁹

The **School District Supply of Undesignated Glucagon** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber,⁴⁰ or (2) fill the District's prescription for undesignated school glucagon. ⁴¹

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding. ⁴²

Administration of Undesignated Medication ⁴³

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

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

³⁶ See f/n 12, above.

³⁷ 105 ILCS 5/22-30(f), amended by P.A. 103-348, ~~eff. 1-1-24~~. See f/n 15, above.

³⁸ 105 ILCS 22-30(f), amended by P.A. 103-196, ~~eff. 1-1-24~~, provides that a physician, a physician assistant who has prescriptive authority under the Physician Assistant Practice Act of 1987 (225 ILCS 95/7.5), or an advanced practice registered nurse who has prescriptive authority under the Nurse Practice Act (225 ILCS 65-40) may prescribe undesignated oxygen tanks in the name of the district to be maintained for use when necessary.

³⁹ See f/n 19, above.

⁴⁰ 105 ILCS 145/27 provides that a physician, a physician assistant who has prescriptive authority under the Physician Assistant Practice Act of 1987 (225 ILCS 95/7.5), or an advanced practice registered nurse who has prescriptive authority under the Nurse Practice Act (225 ILCS 65-40) may prescribe undesignated glucagon in the name of the district to be maintained for use when necessary.

⁴¹ See f/n 20, above.

⁴² 105 ILCS 5/22-33(f).

⁴³ 105 ILCS 5/22-30, ~~amended by P.A. 102-413~~, and 105 ILCS 145/27 detail specific required notifications, which are listed in sample administrative procedure 7:270-AP2, *Checklist for District Supply of Undesignated Medication(s)*. [Schools are not required to accept opt-out requests from parents for the administration of undesignated medications, and even if a parent fails to acknowledge a notification, a school nurse or other trained personnel are not precluded from administering undesignated medications in accordance with the School Code. 23 Ill.Admin.Code §1.540\(b\)\(2\).](#)

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply. ⁴⁴

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

| | |
|---------------|--|
| LEGAL REF.: | 105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, and 5/22-33. 105 ILCS 145/, Care of Students with Diabetes Act. 105 ILCS 150/, Seizure Smart School Act. 410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act. 720 ILCS 550/, Cannabis Control Act. 23 Ill.Admin.Code §1.540. |
| CROSS REF.: | 7:285 (Anaphylaxis Prevention, Response, and Management Program) |
| ADMIN. PROC.: | 7:270-AP1 (Dispensing Medication), 7:270-AP2 (Checklist for District Supply of Undesignated Medication(s)), 7:270-E1 (School Medication Authorization Form), 7:270-E2 (School Medication Authorization Form - Medical Cannabis) |

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⁴⁴ 105 ILCS 5/22-30(c). The school, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of an injury to a student arising from the administration of asthma medication, epinephrine injectors, or opioid antagonists (*Id.*), a student's self-administration of medication (105 ILCS 5/10-22.21b, amended by P.A. 103-175), or administration of undesignated glucagon (insofar as it would be considered part of the care of a student with diabetes, see 105 ILCS 145/45).

105 ILCS 5/22-30(c) requires the district to inform parents/guardians in writing of the protections from liability and hold harmless provisions that apply to the administration of asthma medication, epinephrine injectors, and opioid antagonists. In addition, a statement must be signed by a student's parent/guardian acknowledging the district's protections from liability and hold harmless provisions for these undesignated medications. *Id.* A similar acknowledgment must be signed by a student's parent/guardian for the self-administration of medication. 105 ILCS 5/10-22.21b(e). See sample exhibit 7:270-E1, *School Medication Authorization Form*, for a sample acknowledgement.

Students

Restrictions on Publications; Elementary Schools¹

[For elementary or unit districts only]

School-Sponsored Publications and Web-Sites

School-sponsored publications, productions, and web-sites are part of the curriculum and are not a public forum for general student use.² School authorities may edit or delete material that is inconsistent with the District's educational mission.

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

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

Non-School Sponsored Publications Accessed or Distributed On-Campus³

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for

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¹ State or federal law controls this policy's content. This policy concerns an area in which the law is unsettled. It applies only to elementary or unit districts (both elementary and high school students). Unit districts should adopt this policy and policy 7:315, *Restrictions on Publications; High Schools*. The Speech Rights of Student Journalists Act, 105 ILCS 80/5, applies to high school and unit districts.

² School authorities may reasonably regulate student expression in school-sponsored publications for education-related reasons. *Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260 (1988). This policy allows such control by clearly stating that school-sponsored publications are not a "public forum" open for general student use but are, instead, part of the curriculum.

A school board that does not retain control of student publications can anticipate at least two problems: (1) how to keep content consistent with the district's mission, and (2) how to ensure that the Constitutional rights of third parties are not violated by student journalists. Concerning the second problem, a third party may seek to hold the district responsible for the student journalists' acts. See *Yeo v. Town of Lexington*, 131 F.3d 241 (1st Cir. 1997), *cert. denied* (1998).

³ Non-school sponsored publications, like underground newspapers, cannot be subject to the same degree of regulation by school authorities as school-sponsored publications. Absent a showing of material and substantial interference with the requirements of good discipline, students retain their First Amendment free speech rights. The federal circuits disagree on whether school authorities may require prior approval before a student is allowed to distribute non-school-sponsored publications. The Seventh Circuit, which covers Illinois, refused to approve prior approval regulations. *Fujishima v. Bd. of Ed.*, 460 F.2d 1355 (7th Cir. 1972), but see *Baughman v. Freienmuth*, 478 F.2d 1345 (4th Cir. 1973). Non-school sponsored web sites should be regulated in the same manner as non-school sponsored publications.

A school policy prohibiting junior high students from distributing written material at school that is prepared by non-students was upheld in *Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118*, 9 F.3d 1295 (7th Cir. 1993).

information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices). ⁴

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

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

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities; ⁵
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright; ⁶
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by ~~School~~ Board policy 7:190, Student Behavior, and/or Student Handbooks; ⁷
4. Is reasonably viewed as promoting illegal drug use; ⁸ or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the

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

⁴ The definition of publication is optional and may be amended. This sample definition uses broad and generally understood terms to keep the policy current with rapid technology changes.

⁵ For example, a school district may discipline a student for writing an underground newspaper, and distributing it at school, that contained an article on how to hack into the school's computer. School authorities could reasonably believe the article would be disruptive. Boucher v. Sch. Bd. of the Sch. Dist. of Greenfield, 134 F.3d 821 (7th Cir. 1998).

⁶ School officials may not regulate student speech based upon their fear or apprehension of disturbance. Many decisions address the tension between students' right to free speech and restrictions of it on campus. See, for example:

Brandt v. Bd. of Educ. of City of Chicago, 480 F.3d 460 (7th Cir. 2007), *cert. denied* (2007) (school did not violate students' First Amendment rights when it disciplined students for wearing T-shirts with a "talentless infantile drawing" that school officials reasonably found to undermine the educational atmosphere).

Nuxoll v. Indian Prairie Sch. Dist. #204, 523 F.3d 668 (7th Cir. 2008) (holding that the student was likely to succeed on merits of his claim that the school would violate his speech rights by preventing him from wearing T-shirt with slogan "Be Happy, Not Gay"). But see L.M. v. Town of Middleborough, Mass., 103 F.4th 854 (1st Cir. 2024)(holding a school could prohibit a student from wearing a shirt that read "There Are Only Two Genders" because the message directly attacked the personal characteristics of transgender and nonconforming students, which could cause lower grades and increased absences).

J.C. v. Beverly Hills Unified Sch. Dist., 711 F.Supp.2d 1094 (C.D.Cal.3rd Cir. 2010) (discussed the "rights of others to be secure and let alone" argument from Tinker, but found that the school district violated a student's First Amendment rights for disciplining her when she posted a video clip on a website).

B.H. v. Easton Area Sch. Dist., 725 F.3d 293 (3rd Cir. 2013), *cert. denied* (2014) (school violated students' free speech rights by banning the wearing of cancer awareness bracelets containing the caption *I ♥ boobies*).

⁷ ~~Be sure that the board's definitions for sexting in this policy align with other definitions used throughout the board's policy manual. For example, see the discussion within sample administrative procedure 7:190-AP5, Student Handbook-Electronic Devices. There, sexting encompasses the term indecent visual depiction as defined by 705 ILCS 405/3-40 (Juvenile Court Act purposes), and non-consensual dissemination of private sexual images as defined by 720 ILCS 5/11-23.5 (Criminal Code of 2012 purposes). It defines indecent visual depiction as a depiction or portrayal in any pose, posture, or setting involving a lewd exhibition of the buttocks, or if such person is a female, a fully or partially developed breast of the person. However, a district may create or have another definition of sexting that may or may not encompass these statutory terms and definitions.~~

⁸ Morse v. Frederick, 551 U.S. 393 (2007).

inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.⁹

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.¹⁰

Non-School Sponsored Publications Accessed or Distributed Off-Campus¹¹

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

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

⁹ Optional. The rationale for this section is that prior to high school, students have not developed sufficient experience and education in critical review of external resource materials. Accordingly, in order to accomplish the district's educational mission, yet allow students the opportunity to communicate with their fellow students, widespread student distribution of written material in elementary and middle school may be limited to material primarily prepared by the students themselves. Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993); Leal v. Everett Public Schs., 88 F.Supp.3d 1220 (W.D.Wa. 2015).

¹⁰ ~~For example, a school district may discipline a student for writing an underground newspaper, and distributing it at school, that contained an article on how to hack into the school's computer. School authorities could reasonably believe the article would be disruptive. Boucher v. Sch. Bd. of the School Dist. of Greenfield, 134 F.3d 821 (7th Cir. 1998). See f/n 5, above.~~

¹¹ Optional. School officials must proceed carefully before disciplining a student for out-of-school conduct. A school's authority over off-campus expression is much more limited than expression on school grounds. Many decisions address the tension between public schools' authority to discipline students for off-campus speech and students' right to free speech. However, school officials may generally: (1) remove a student from extracurricular activities for failure to follow an extracurricular conduct code (see [sample policy 7:240, Conduct Code for Participants in Extracurricular Activities](#)); and (2) suspend or expel a student from school attendance when the student's expression causes substantial disruption to school operations, as provided in this policy (see also [sample policy 7:190, Student Behavior](#)). For example, see:

Mahanoy Area School Dist. v. B.L., 594 U.S. 180 (2021), (a school could not suspend a student from the cheerleading team for vulgar posts that she made on a social media platform where there was no evidence of substantial disruption of a school activity; schools also have more limited authority to punish students for vulgar, off-campus speech, unless there are circumstances involving severe bullying or harassment, threats aimed at teachers or other students, failure to follow rules concerning lessons, writing of papers, use of computers, participation in other online school activities, or breaches of school security devices including school computers).

J.S. v. Blue Mountain Sch. Dist., 650 F.3d 915 (3rd Cir. 2011), combined with Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3d Cir. 2011), *cert. denied* (2012) (schools may not punish students for their off-campus indecent and offensive parodies of their principals, absent a showing that the parodies caused, or could cause, substantial disruption in the schools).

Kowalski v. Berkeley Cnty. Sch., 652 F.3d 565 (4th Cir. 2011), *cert. denied* (2012) (upheld a student's suspension for off-campus posts to a social network site that defamed a classmate because it was foreseeable that the expression would reach the school and the student's conduct involved substantial disruption and interference with the work and discipline of the school).

The statutory definition of *bullying* includes *cyberbullying* (105 ILCS 5/27-23.7); these terms are defined in [sample policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment](#). See also f/n 6 and 7:190-AP6, *Guidelines for Investigating Sexting Allegations*.

Consult the board attorney for guidance concerning off-campus speech. Every situation is fact-specific and the issues require careful evaluation.

Bullying and Cyberbullying ¹²

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

LEGAL REF.: 105 ILCS 5/27-23.7.

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

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

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

CROSS REF.: 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), [7:190 \(Student Behavior\)](#), [7:315 \(Restrictions on Publications; High Schools\)](#), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

Draft

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¹² 105 ILCS 5/27-23.7.

Students

Restrictions on Publications: High Schools ¹

[For high school or unit districts only]

Definitions ²

Libel means the willful or negligent publication of provably false and unprivileged statements of fact that do demonstrable harm to a living person's reputation.

Obscene means lewd; impure; indecent; calculated to shock the moral sense of humans by a disregard of chastity or modesty. Objectionable or offensive to accepted standards of decency.

School official means a Building Principal or designee.

School-sponsored media means any material that is prepared, substantially written, published, or broadcast by a student journalist, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. It does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

Slander means the speaking of false statements of fact that seriously harm a living person's reputation.

Student journalist means a public high school student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

Student media adviser ³ means an individual employed, appointed, or designated by the District to supervise or provide instruction relating to school-sponsored media.

School-Sponsored Media

School-sponsored publications, productions, and websites are governed by the Speech Rights of Student Journalists Act and School Board policies, and student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites. ⁴

Student journalists must: ⁵

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¹ State or federal law controls this policy's content. This policy concerns an area in which the law is unsettled.

² Speech Rights of Student Journalists Act ([SRSJA](#)), 105 ILCS 80/5. See also *Black's Law Dictionary*, 11th ed. 2019.

³ *Id.* uses *adviser*, not *advisor*. *Adviser* is used throughout this policy for consistency with the statute.

⁴ *Id.* With some exceptions, the Act effectively restricts school authorities' power to reasonably regulate student expression in high school-sponsored publications for education-related reasons under *Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260 (1988). See the last sentence in f/n 6, below.

⁵ Consult the board attorney about text that balances the student journalists' rights to have control of their media publications with the board's interests in (a) ensuring differing opinions are published, (b) the [SRSJA is Act](#), and (c) providing student journalists opportunities to apply the [upcoming](#) Illinois media literacy curriculum mandates.

1. Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or other relevant group;
2. Produce media based upon professional standards of accuracy, objectivity, and fairness;
3. Review material to improve sentence structure, grammar, spelling, and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations;
5. In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum mandate in 105 ILCS 5/27-20.08; and
6. Include an author's name with any personal opinions and editorial statements, if appropriate.

Student journalists may not create, produce, or distribute school-sponsored media that: ⁶

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwarranted invasion of privacy;
3. Violates federal or State law, including the Constitutional rights of third parties;⁷ or
4. Incites students to: ⁸

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Number 5 in the list is intended to align with the *media literacy* curriculum mandate for students in grades 9 through 12 ~~that starts in the fall of 2022~~ and is listed at 105 ILCS 5/27-20.08, ~~added by P.A. 102-55~~, and sample policy 6:60, *Curriculum Content*. Media literacy means the ability to access, analyze, evaluate, create, and communicate using a variety of objective forms, including, but not limited to, print, visual, audio, interactive, and digital texts. Id. Media literacy instruction must include a component on social responsibility and civics that includes “[s]uggesting a plan of action in the class, school, or community to engage others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason.” Providing opportunity and space for expression of differing opinions in media aligns with and promotes this inclusive dialog.

For boards that provide student journalists more flexibility, make the following three edits: (1) replace “must” with: “shall strive to,” (2) amend number 5 to read: “In the use of personal opinions, editorial statements, and/or letters to the editor, determine the need to provide opportunity and space for the expression of differing opinions within the same media to align with the District’s media literacy curriculum mandate in 105 ILCS 5/27-20.08”, and (3) delete number 6.

⁶ 105 ILCS 80/15. A school board may retain control of material in student publications that falls within the listed exceptions. Consult the board attorney about how much control of high school student publications school officials may retain in the context of the Speech Rights of Student Journalists Act.

⁷ 105 ILCS 80/15.

Delete “~~including Constitutional rights of third parties~~” if the board wants only the word-for-word statutory language in its policy. Because the Constitutional rights of third parties are common controversies within the context of student-sponsored publications, the purpose of this additional text is to underscore that Constitutional rights of third parties are included under the exception of State and federal law.

While 105 ILCS 80/20 limits liability of school districts for a student journalist’s expression, except in cases of willful or wanton misconduct, some attorneys believe it may still be possible that a third party may seek to hold the district responsible for the student journalists’ acts. See Yeo v. Town of Lexington, 131 F.3d 241 (1st Cir. 1997), *cert. denied* (1998). ~~See the second sentence in f/n 1, above.~~

⁸ 105 ILCS 80/15 broadly allows school boards to limit speech that would incite violation of any policy. This policy language follows the statute. Policies most often needing assessment are those that involve a district’s educational mission and philosophy and social appropriateness language for student body’s age(s)/maturity. School officials must be careful to understand that that law is written that student journalists using media to *incite* other students to act a certain way is the exception. Additional text may be added to (1) underscore that 105 ILCS 80/15 does not authorize or protect expression that *incites* students to violate board policies, and (2) reminds students and the community that school officials have many legal obligations to implement and enforce specific board policies and ensure school environments are safe and conducive to learning. ~~See the second sentence in f/n 1, above.~~

While 105 ILCS 80/20 limits liability of school districts for a student journalist’s expression, except in cases of willful or wanton misconduct, discuss with the board attorney how to balance the rights of student journalists under this law and the other policy implementation duties that face school officials with board policies and laws.

For boards that want to provide additional text to the word-for-word statutory language in their policies, add to item 4.b:

- a. Commit an unlawful act;
- b. Violate any of the District's policies; or
- c. Materially and substantially disrupt the orderly operation of the school.

The District will not engage in prior restraint of material prepared by student journalists for school-sponsored media, unless the material fits into one of the four prohibited categories listed above, in which case the Superintendent or designee and/or student media adviser may review, edit, and delete such media material before publication or distribution of the media. ⁹

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the District or an expression of Board policy. ¹⁰

Non-School Sponsored Publications Accessed or Distributed On Campus ¹¹

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices). ¹²

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

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

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities; ¹³

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, including but not limited to (1) its educational mission in Board policies 1:30, *School District Philosophy* and 6:10, *Educational Philosophy and Objectives*, and (2) speech that is socially inappropriate or inappropriate due to the maturity of the students pursuant to Board policies 6:65, *Student Social and Emotional Development* and 7:180 *Prevention of and Response to Bullying, Intimidation, and Harassment*.

⁹ 105 ILCS 80/10 requires school officials to show justification without undue delay before limiting student expression. For boards that want the student media advisor to provide student journalists with written justification prior to limiting materials, insert the following sentence to end the paragraph:

In such cases, the student media adviser will promptly provide the student journalist with a written justification prior to limiting the material.

¹⁰ 105 ILCS 80/20.

¹¹ Non-school sponsored publications, like underground newspapers, cannot be subject to the same degree of regulation by school authorities as school-sponsored publications. Absent a showing of material and substantial interference with the requirements of good discipline, students retain their First Amendment free speech rights. The federal circuits disagree on whether school authorities may require prior approval before a student is allowed to distribute non-school-sponsored publications. The Seventh Circuit, which covers Illinois, refused to approve prior approval regulations. *Fujishima v. Bd. of Ed.*, 460 F.2d 1355 (7th Cir. 1972), but see *Baughman v. Freienmuth*, 478 F.2d 1345 (4th Cir. 1973). Non-school sponsored web sites should be regulated in the same manner as non-school sponsored publications.

A school policy prohibiting junior high students from distributing written material at school that is prepared by non-students was upheld in *Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118*, 9 F.3d 1295 (7th Cir. 1993).

¹² The definition of *publication* is optional and may be amended. This sample definition uses broad and generally understood terms to keep the policy current with rapid technology changes.

¹³ For example, a school district may discipline a student for writing an underground newspaper, and distributing it at school, that contained an article on how to hack into the school's computer. School authorities could reasonably believe the article would be disruptive. *Boucher v. Sch. Bd. of the Sch. Dist. of Greenfield*, 134 F.3d 821 (7th Cir. 1998).

2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright; ¹⁴
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by ~~School~~ Board policy 7:190, *Student Behavior*, and/or Student Handbooks; ¹⁵
4. Is reasonably viewed as promoting illegal drug use; ¹⁶
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; ¹⁷ or
6. Encourages or ~~incites~~ students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school. ¹⁸

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

¹⁴ School officials may not regulate student speech based upon their fear or apprehension of disturbance. Many decisions address the tension between students' right to free speech and restrictions of it on campus. See, for example:

Brandt v. Bd. of Educ. of City of Chicago, 480 F.3d 460 (7th Cir. 2007), *cert. denied* (2007) (school did not violate students' First Amendment rights when it disciplined students for wearing T-shirts with a "talentless infantile drawing" that school officials reasonably found to undermine the educational atmosphere).

Nuxoll v. Indian Prairie Sch. Dist. #204, 523 F.3d 668 (7th Cir. 2008) (holding that the student was likely to succeed on merits of his claim that the school would violate his speech rights by preventing him from wearing T-shirt with slogan "Be Happy, Not Gay"). But see L.M. v. Town of Middleborough, Massachusetts, 103 F.4th 854 (1st Cir. 2024) (holding a school could prohibit a student from wearing a shirt which read "There Are Only Two Genders" because the message directly attacked the personal characteristics of transgender and nonconforming students, which could cause lower grades and increased absences).

J.C. v. Beverly Hills Unified Sch. Dist., 593 F.3d 249 (3rd Cir. 2010) (discussed the "rights of others to be secure and let alone" argument from Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969), but found that the school district violated a student's First Amendment rights for disciplining her when she posted a video clip on a website).

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¹⁵ ~~Be sure that the board's definitions for *sexting* in this policy aligns with other definitions used throughout the board's policy manual. For example, see the discussion within sample administrative procedure 7:190 AP5, *Student Handbook-Electronic Devices*. There, *sexting* encompasses the term *indecent visual depiction* as defined by 705 ILCS 405/3-40 (Juvenile Court Act purposes), and *non-consensual dissemination of private sexual images* as defined by 720 ILCS 5/11-23.5 (Criminal Code of 2012 purposes). It defines *indecent visual depiction* as a depiction or portrayal in any pose, posture, or setting involving a lewd exhibition of the buttocks, or if such person is a female, a fully or partially developed breast of the person. However, a district may create or have another definition of *sexting* that may or may not encompass these statutory terms and definitions.~~

¹⁶ Morse v. Frederick, 551 U.S. 393 (2007).

¹⁷ Optional. The rationale for this section is that prior to high school, students have not developed sufficient experience and education in critical review of external resource materials. Accordingly, in order to accomplish the district's educational mission, yet allow students the opportunity to communicate with their fellow students, widespread student distribution of written material in elementary and middle school may be limited to material primarily prepared by the students themselves. Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993); Leal v. Everett Pub. Schs., 88 F.Supp.3d 1220 (W.D.Wa. 2015).

¹⁸ ~~For example, a school district may discipline a student for writing an underground newspaper, and distributing it at school, that contained an article on how to hack into the school's computer. School authorities could reasonably believe the article would be disruptive. Boucher v. Sch. Bd. of the Sch. Dist. of Greenfield, 134 F.3d 821 (7th Cir. 1998) See f/n 13, above.~~

Non-School Sponsored Publications Accessed or Distributed Off-Campus ¹⁹

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Bullying and Cyberbullying ²⁰

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

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

¹⁹ Optional. School officials must proceed carefully before disciplining a student for out-of-school conduct. A school's authority over off-campus expression is much more limited than expression on school grounds. Many decisions address the tension between public schools' authority to discipline students for off-campus speech and students' right to free speech. However, school officials may generally: (1) remove a student from extracurricular activities when the conduct code for participation requires students to conduct themselves at all times as good citizens and exemplars of the school (see [sample policy](#) 7:240, *Conduct Code for Participants in Extracurricular Activities*); and (2) suspend or expel a student from school attendance when the student's expression causes substantial disruption to school operations, as provided in this policy (see also [sample policy](#) 7:190, *Student Behavior*). For example, see:

[Mahanoy Area School Dist. v. B.L.](#), 594 U.S. 180 (2021) (a school could not suspend a student from the cheerleading team for vulgar posts that she made on a social media platform where there was no evidence of substantial disruption of a school activity; schools have more limited authority to punish students for vulgar, off-campus speech, unless there are circumstances involving severe bullying or harassment, threats aimed at teachers or other students, failure to follow rules concerning lessons, writing of papers, use of computers, participation in other online school activities, or breaches of school security devices including school computers).

[J.S. v. Blue Mountain Sch. Dist.](#), 650 F.3d 915 (3rd Cir. 2011), combined with [Layshock v. Hermitage Sch. Dist.](#), 650 F.3d 205 (3rd Cir. 2011), cert. denied (2012) (schools may not punish students for their off-campus indecent and offensive parodies of their principals, absent a showing that the parodies caused, or could cause, substantial disruption in the schools).

[Kowalski v. Berkeley Cnty. Sch.](#), 652 F.3d 565 (4th Cir. 2011), cert. denied (2012) (upheld a student's suspension for off-campus posts to a social network site that defamed a classmate because it was foreseeable that the expression would reach the school and the student's conduct involved substantial disruption and interference with the work and discipline of the school).

The statutory definition of *bullying* includes *cyberbullying* (105 ILCS 5/27-23.7); these terms are defined in [sample policy](#) 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment* (see also [f/n 6 and 7:190-AP6, Guidelines for Investigating Sexting Allegations](#)).

Consult the board attorney for guidance concerning off-campus speech. Every situation is fact specific, and the issues require careful evaluation.

²⁰ 105 ILCS 5/27-23.7.

LEGAL REF.: 105 ILCS 5/27-20.08 and 5/27-23.7.
105 ILCS 80/, Speech Rights of Student Journalists Act.
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).
Morse v. Frederick, 551 U.S. 393 (2007).
Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives),
6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic
Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and
Harassment), [7:190 \(Student Behavior\)](#), [7:310 \(Restrictions on Publication;
Elementary Schools\)](#), 8:25 (Advertising and Distributing Materials in Schools
Provided by Non-School Related Entities)

Draft

Students

Student Records ¹

School student records are confidential. Information from them shall not be released other than as provided by law.² A school student record is any writing or other recorded information concerning a

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¹ State law requires school boards to adopt a policy and procedures implementing the Illinois School Student Records Act (ISSRA) and specifying the content of school student records. 23 Ill.Admin.Code §§375.100 and 226.740. Both State and federal law address school student records. See the federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g) implemented by federal rules at 34 C.F.R. Part 99) and ISSRA (105 ILCS 10/, amended by P.A. ~~102-466, a/k/a Ensuring Success in School (ESS) Law, eff. 7-1-25s 101-515, 102-199, and 102-557~~, implemented by ISBE rules at 23 Ill.Admin.Code Part 375).

In addition, the U.S. Dept. of Education's (DOE) *Protecting Student Privacy* webpage, a service of the Privacy Technical Assistance Center (PTAC) and the Student Privacy Policy Office, is a *one-stop* resource for education stakeholders to learn about student privacy and confidentiality, including data privacy and security practices related to student-level longitudinal data systems, at: www.studentprivacy.ed.gov/. PTAC published a guide for school officials titled *Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices* (2014), at:

www.studentprivacy.ed.gov/resources/protecting-student-privacy-while-using-online-educational-services-requirements-and-best.

The DOE also issued a summary of resources on FERPA and virtual learning (2020) at: www.studentprivacy.ed.gov/resources/ferpa-and-virtual-learning. **Boards that wish to enter into cloud computing and other operator contracts must comply with the Student Online Personal Protection Act (SOPPA), 105 ILCS 85/, amended by P.A. 101-516, and should contact the board attorney for implementation guidance.** See also f/n 2, item #7, below.

Confusion persists regarding the interplay between the FERPA and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) (Pub. L. 104-191). The Privacy Rule implementing HIPAA, issued by the U.S. Dept. of Health and Human Services (DHHS), addresses the disclosure of individuals' health information by *covered entities*. 45 C.F.R. Parts 160 and 164, Subparts A and E. Generally speaking, a school district becomes a *covered entity*, and must comply with applicable sections in the Privacy Rule, if it provides health care and transmits health information in electronic form in connection with transactions. However, *educational records* as defined by FERPA are excluded from HIPAA's definition of *protected health information*. 45 C.F.R. §160.103. In most cases this exception relieves school districts of complying with burdensome privacy notices and authorization forms. In December 2019, DHHS and DOE issued an update to its *Joint Guidance on the Application of FERPA and HIPAA to Student Health Records*, at:

www.studentprivacy.ed.gov/resources/joint-guidance-application-ferpa-and-hipaa-student-health-records.

The board attorney should be consulted on all HIPAA-related questions.

² A plethora of statutory and decisional law protects student records. Aside from the laws identified in f/n 1, other laws protecting student records include:

1. Schools may not provide a student's *personal information* to a business organization or financial institution that issues credit or debit cards. 105 ILCS 5/10-20.38.
2. Schools may not sell personal information concerning a child under the age of 16, with a few exceptions, unless a parent has consented. Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/.
3. The release of confidential information given by a student to a therapist, e.g., school counselor or psychologist, is governed by the Mental Health and Developmental Disabilities Confidentiality Act. 740 ILCS 110/.
4. Schools must keep a sex offender registration form received from law enforcement separately from school student records maintained on behalf of the juvenile sex offender. 730 ILCS 152/121.
5. Divorced or separated parents/guardians with and without *parental responsibility* (formerly custody) are both permitted to inspect and copy the student's school student records. The Ill. Marriage and Dissolution of Marriage Act (IMDMA), 750 ILCS 5/602.11.
6. Schools may not provide a parent/guardian access to his or her child's school records if the parent is prohibited by an order of protection from inspecting or obtaining such records pursuant to the Domestic Violence Act of 1986 or the Code of Criminal Procedure of 1963. *Id.*

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: ³

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school. ⁴
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses⁵) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody. ⁶

State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to

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7. SOPPA (105 ILCS 85/—amended by P.A. 101-516) addresses a school district's obligations related to *covered information* of students and contracts with educational technology *operators*. In some instances, covered information as defined under SOPPA may also qualify as education records under FERPA and school student records under ISSRA. See [sample](#) policy 7:345, *Use of Educational Technologies; Student Data Privacy and Security*, and [sample](#) administrative procedure 7:345-AP, *Use of Educational Technologies; Student Data Privacy and Security*, for a description of SOPPA obligations.

7.8. School employees or agents may not disclose information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence, or a student's status as a named perpetrator of domestic or sexual violence except under certain circumstances and only upon prior notice to, and discussion with, the student. 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a ESS Law, eff. 7-1-25. See sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and the **Confidentiality** subhead of sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

Note: Nos. 5 and 6 above may conflict with FERPA in that they restrict a parent/guardian's right to access his or her child's school records more than is expressly permitted by FERPA. 20 U.S.C. §1232g(a)(1)(A), (B); 34 C.F.R. §99.10(a). **Consult the board attorney for guidance.**

Allowing students to grade each other's papers does not violate FERPA; such student work is not a *school record* until it is recorded by the teacher. *Owasso I.S.D. No. I-011 v. Falvo*, 534 U.S. 426 (2002). School student records are *per se* prohibited from disclosure; a district is under no obligation to redact them. *Chicago Tribune Co. v. Chicago Bd. of Educ.*, 332 Ill.App.3d 60 (1st Dist. 2002).

³ 20 U.S.C. §1232g(a)(4); 34 C.F.R. §99.3; 105 ILCS 10/2(d); 705 ILCS 405/1-7 and 5-905; 23 Ill.Admin.Code §375.10. Rather than listing the exceptions in the policy, a school board may choose to end the sentence after the proviso "except as provided in State or federal law."

⁴ For a helpful resource, see f/n 1 in [sample](#) policy 7:150, *Agency and Police Interviews*.

⁵ For an explanation, see footnotes in [sample](#) policy 7:220, *Bus Conduct*.

⁶ Many lawyers believe that once these records are received by a school, they are protected as *education records* under FERPA. Consult the board attorney for advice.

inspect, copy⁷, and/or challenge school student records.⁸ The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child.⁹ The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child.¹⁰ The District

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⁷ 105 ILCS 10/5(a), ~~amended by P.A. 102-199~~. ISSRA does not give DCFS representatives the right to challenge student records. 105 ILCS 10/7. For more information about DCFS liaison qualifications and duties, see sample policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, at f/n 16.

105 ILCS 10/5(c) requires that a parent's or student's request to inspect and copy records be granted no later than 10 business days (previously 15 school days) after the date of receipt of such a request by the official records custodian.

105 ILCS 10/5(c-5) outlines how a school district may extend the 10 business day timeline for response by not more than five business days from the original due date if one or more of these six reasons applies:

1. The requested records are stored in whole or in part at other locations than the office having charge of the requested records;
2. The request required the collection of a substantial number of specified records;
3. The request is couched in categorical terms and requires an extensive search for the records responsive to it;
4. The requested records have not been located in the course of routine search and additional efforts are being made to locate them;
5. The request for records cannot be complied with by the school district within the time limits prescribed by subsection (c) without unduly burdening or interfering with the operations of the school district; or
6. There is a need for consultation, which shall be conducted with all practicable speed, with another public body or school district among two or more components of a public body or school district having a substantial interest in the determination or in the subject matter of the request.

The person making the request and the school district may also agree in writing to extend the timeline for compliance for a period to be determined by the parties. *Id.*

⁸ 23 Ill.Admin.Code §375.10 provides that districts may, through board policy, allow scores received on college entrance examinations to be included on a student's academic transcript if that inclusion is requested in writing by a student, parent or person who enrolled the student. If the board of a unit or high school district wants to allow this, insert:

A student or the student's parent/guardian may request, in writing, that scores received on college entrance examinations be included on the student's academic transcript.

Note: Though 23 Ill.Admin.Code §375.10 uses the phrase "student, parent or person who enrolled the student," student records rights under ISSRA and FERPA attach to *eligible students* and their parents/guardians, not to "a person who enrolled the student" (though that person is typically a parent or guardian).

If a board allows for the inclusion of college entrance examination scores on academic transcripts, amend the district's notification to parents/guardians and students of their school student records rights with the process for requesting the inclusion. 23 Ill.Admin.Code §375.30(d)(5). See [sample exhibit 7:340-AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records](#), for an example.

⁹ 23 Ill.Admin.Code §226.740(a).

¹⁰ This sentence is required if the board allows schools to release student directory information. 20 U.S.C. §1232g; 23 Ill.Admin.Code §375.80; 34 C.F.R. §99.37. There is at least one instance in Illinois in which parents were upset that their school district released students' names and addresses pursuant to a Freedom of Information Act (FOIA) request. FOIA contains an exemption for home addresses. Many lawyers, however, say that a district must release student information pursuant to a FOIA request when each of the following has occurred: the FOIA request seeks information that is included in the district's definition of student directory information, the district notified parents that it releases directory information, and the parents did not opt out of allowing directory information to be released concerning their child. An opinion from the Ill. Public Access Counselor supports that a district may not rely on the FOIA exemption for home addresses. PAO 12-3.

This ~~sample~~**PRESS** policy does not identify the components of *directory information*, leaving that task to implementing material. Boards may want to discuss this quagmire with the superintendent knowing that there are good reasons to release directory information, e.g., to allow the district to publish information about specific students, and good reasons to not release directory information, e.g., to avoid releasing names and addresses pursuant to a FOIA request.

will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student.¹¹ Upon request, the District discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.¹²

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.¹³

Student Biometric Information Collection¹⁴

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention.¹⁵ Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

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23 Ill.Admin.Code §375.80(a)(1) no longer includes *gender* as information which may be designated as directory information. This is consistent with attorneys' views that Illinois' past practice of including *gender* within directory information may have violated FERPA. FERPA regulations provide that directory information "means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed" and it "includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational agency or institution attended." 34 C.F.R. §99.3. Though FERPA regulations do not explicitly preclude the designation of *gender* as directory information, DOE guidance has consistently advised schools not to disclose a student's sex as directory information because it would be considered harmful or an invasion of privacy. See *Letter to Institutions of Postsecondary Education*, DOE Family Policy Compliance Office (September 2009). Consult the board attorney about the practical implementation of this issue. Some attorneys, for example, believe photos of the "Girls Volleyball Team" may contradict DOE guidance.

¹¹ 20 U.S.C. §1232g(j), as added by Sec. 507 of the U.S.A. Patriot Act of 2001.

¹² 34 C.F.R. §99.31; 105 ILCS 10/6, ~~amended by P.A.s 102-199 and 102-557.~~

¹³ Each school must have an *official records custodian*. 105 ILCS 10/4(a). Districts must notify students and parents/guardians of their rights concerning school student records. 105 ILCS 10/3; 105 ILCS 10/4, ~~amended by P.A.s 101-461 and 102-199~~; 23 Ill.Admin.Code §375.30; 34 C.F.R. §99.7. Comprehensive faculty and student handbooks can provide required notices, along with other important information, to recipients. Handbooks can be developed by the building principal, but should be reviewed and approved by the superintendent and board. See [sample exhibit 7:340-API, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records](#), and [sample administrative procedure 7:340-API, School Student Records](#).

¹⁴ This program is optional; however, districts either wishing to implement such a program or districts that have already engaged in the collection of student biometric information must have a policy consistent with the requirements of 105 ILCS 5/10-20.40. This section restates the School Code's requirements for a student biometric information policy.

¹⁵ For districts already collecting biometric information, the following is an alternative:

The Superintendent or designee shall maintain a biometric screening program that is consistent with budget requirements and in compliance with State law.

Before collecting student biometric information, the District shall obtain written permission from the person having legal custody/parental responsibility¹⁶ or the student (if over the age of 18).¹⁷ Upon a student's 18th birthday, the District shall obtain written permission from the student to collect student biometric information.¹⁸ Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is strictly prohibited.¹⁹

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the person having legal custody/parental responsibility of the student or the student (if over the age of 18).²⁰ Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.²¹

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¹⁶ Several statutes define legal custody and when a court may grant it; the term requires statutory construction/interpretation and school boards should discuss this issue with their attorney prior to adopting a policy on collection of student biometric information.

105 ILCS 5/10-20.40(b)(1) states the definition of legal custody is the same as the definition of legal custody for purposes of residency, payment of tuition, hearings, and criminal penalties at 105 ILCS 5/10-20.12b(2)(i)-(v).

The IMDMA, 750 ILCS 5/, changed the terms *custody* and *visitation* to *parental responsibility* and *parenting time*, respectively. It also requires a *parenting plan* that allocates: (1) significant decision-making responsibilities; and (2) each parent's right to access his or her child's school records. The IMDMA does not amend ISSRA or the School Code.

¹⁷ Based upon 105 ILCS 5/10-20.40, written permission is not required annually; it is valid until a request for discontinuation of the use of biometric information is received or until the student reaches the age of 18. See [sample exhibit 7:340-API, E5, Biometric Information Collection Authorization](#).

¹⁸ Districts must reissue [exhibit 7:340-API, E5, Biometric Information Collection Authorization](#) to students turning 18 years of age during the school year. This is because all rights and privileges accorded to a parent under ISSRA become exclusively those of the student upon his or her 18th birthday, graduation from secondary school, marriage, or entry into military service, whichever comes first. 105 ILCS 10/2(g).

¹⁹ State law contains two exceptions: (1) the individual who has legal custody/parental responsibility of the student or the student (if over the age of 18) consents to the disclosure; and (2) the disclosure is required by court order. 105 ILCS 5/10-20.40(b)(5).

²⁰ 105 ILCS 5/10-20.40(d). No notification to or approval from the district's local records commission, pursuant to the Local Records Act, is required to destroy student biometric information. See f/n 15 for a discussion about the terms *custody* and *parental responsibility*.

²¹ Whether the student biometric information is an education record under FERPA or falls under an exception to an education record under FERPA is an issue about which school boards should consult their board attorney. Protected Health Information under the DHS's interpretations of HIPAA excludes education records covered by FERPA, and thus HIPAA requirements are not expected to be triggered by districts collecting student biometric information. However, before implementing policies and procedures to collect student biometric information, a board should discuss these issues with the board attorney.

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| LEGAL REF.: | <p>20 U.S.C. §1232g, Family Educational Rights and Privacy Act; 34 C.F.R. Part 99.</p> <p>50 ILCS 205/7, Local Records Act.</p> <p>105 ILCS 5/10-20.12b, 5/10-20.40, and 5/14-1.01 <u>et seq., and 5/26A-30.</u></p> <p>105 ILCS 10/, Ill. School Student Records Act.</p> <p>105 ILCS 85/, Student Online Personal Protection Act.</p> <p>325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.</p> <p>750 ILCS 5/602.11, Ill. Marriage and Dissolution of Marriage Act.</p> <p>23 Ill.Admin.Code Parts 226 and 375.</p> <p><u>Owasso I.S.D. No. I-011 v. Falvo</u>, 534 U.S. 426 (2002).</p> <p><u>Chicago Tribune Co. v. Chicago Bd. of Ed.</u>, 332 Ill.App.3d 60 (1st Dist. 2002).</p> |
| CROSS REF.: | <p>5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), <u>7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)</u>, 7:345 (Use of Educational Technologies; Student Data Privacy and Security)</p> |
| ADMIN. PROC.: | <p>7:15-E (Notification to Parents of Family Privacy Rights), <u>7:255-AP1 (Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)</u>, 7:340-AP1 (School Student Records), 7:340-AP1, E1 (Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records), 7:340-AP1, E3 (Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information), 7:340-AP1, E4 (Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information, 7:340-AP1, E5 (Biometric Information Collection Authorization), 7:340-AP2 (Storage and Destruction of School Student Records), 7:340-AP2, E1 (Letter Containing Schedule for Destruction of School Student Records)</p> |

Community Relations

Visitors to and Conduct on School Property ¹

The following definitions apply to this policy:

School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. ²

Visitor - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution. ³

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the

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¹ State or federal law controls this policy's content. Boards may make and enforce reasonable rules of conduct and sportsmanship for school events and deny future admission to school events to violators for up to one year provided a notice and hearing are given. 105 ILCS 5/24-24. See f/n 20 below.

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.

² School-sponsored or school-sanctioned events or activities aligns with the text of 105 ILCS 5/27-23.7(a).

³ This paragraph is up to the local board's discretion. Many public school buildings were built before school security was the concern it is now. A first step in creating a secure environment is to manage access to school buildings. Along with limiting the entrances that may be used, school officials should post signs with instructions for visitors and a warning to trespassers. Signs may be as simple as "Visitors Must Report to Office" and "No Trespassing – Violators will be Prosecuted." Applicable criminal trespass laws include: 720 ILCS 5/21-1 (criminal damage to property); 5/21-1.2 (institutional vandalism); 5/21-3 (criminal trespass to real property); 5/21-5 (criminal trespass to State supported land); 5/21-5.5 (criminal trespass to a safe school zone); 5/21-9 (criminal trespass to a place of public amusement); 5/21-11 (distributing or delivering written or printed solicitation on school property). This sample policy identifies board members as visitors.

The following optional provisions must be modified according to local conditions:

Option 1: The Superintendent or designee may post certain school facilities for the community's use on non-school days when they are not being used for school purposes.

Option 2: The Superintendent or designee shall manage a program to allow community use of the following facilities on non-school days, during the daylight, provided they are not being used for school purposes: tennis courts, playground, and track.

appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee. ⁴

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person. ⁵
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device. ⁶
4. Damage or threaten to damage another's property. ⁷
5. Damage or deface school property. ⁸
6. Violate any Illinois law,⁹ or town or county ordinance.
7. Smoke or otherwise use tobacco products. ¹⁰

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⁴ 105 ILCS 5/14-8.02(g-5). See sample administrative procedure 6:120-AP2, *Access to Classrooms and Personnel*, and sample exhibit 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.

⁵ See e.g., 720 ILCS 5/12-2 (aggravated assault); 5/12-2(b)(9) (aggravated assault against a sports official or coach); 5/12-3.05(c) (aggravated battery on public property); 5/12-3.05(d)(3) (aggravated battery against a school employee); 5/12-9 (threats to public officials); 5/24-1.2 (discharge of a firearm).

⁶ With one exception, a license to carry a firearm does not permit an individual to carry a concealed firearm on or into any building, real property, and/or parking area under the control of an elementary or secondary school, or any bus paid for in whole or part with public funds. 430 ILCS 66/65(a). The following optional provision adds that exception, which is a restatement of 430 ILCS 66/65(b), to the text in number 3:

An individual licensed to carry a concealed firearm under the Illinois Firearm Concealed Carry Act is permitted to: (a) carry a concealed firearm within a vehicle into a parking area controlled by a school or the District and may store a firearm or ammunition concealed in a case within a locked vehicle or locked container out of plain view within the vehicle in the parking area, and/or (b) carry a concealed firearm in the immediate area surrounding his or her vehicle in a parking area controlled by a school or the District for the limited purpose of storing or retrieving a firearm within the vehicle's trunk.

Other relevant weapons laws include 705 ILCS 405/5-407 (juvenile in possession of a firearm), 720 ILCS 5/24-9 (firearms; child protection); 720 ILCS 5/24-1(c) (unlawful use of weapons in schools); 720 ILCS 5/24-1.2, 5/24-3 ([discharge of firearm and unlawful delivery or sale of a firearm near school](#)); 705 ILCS 405/5-130, 405/5-805 (minor 15 years or older who commits aggravated battery with a firearm at school is tried as an adult).

⁷ See e.g., 720 ILCS 5/2-19.5 (definition of school), 5/16-1 (theft), 5/18-1 (robbery; aggravated robbery), 5/19-1 (burglary), and 21-1 (criminal damage to property).

⁸ See e.g., 720 ILCS 5/21-1.01 (criminal damage to government supported property), 21-1.2 (institutional vandalism), and 21-1.3 (criminal defacement of property).

⁹ See e.g., 720 ILCS 5/11-9.3 (presence within school zone by child sex offenders prohibited), 5/11-14 (prostitution), and 5/11-18, [amended by P.A. 103-1071, eff. 7-1-25](#) (patronizing a [prostitute person engaged in the sex trade](#)); 720 ILCS 5/21-11 (soliciting students to commit illegal acts).

¹⁰ Required by 105 ILCS 5/10-20.5b and 410 ILCS 82/1 *et seq.* Federal law prohibits smoking inside schools (20 U.S.C. §7973); districts failing to comply with the federal no-smoking ban risk a civil penalty of up to \$1000 per violation per day.

8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug. ¹¹
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred. ¹²
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*. ¹³
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner). ¹⁴
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive. ¹⁵
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding. ¹⁶
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

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¹¹ See 720 ILCS 570/407 (delivery of controlled substance on or within 1000 feet of a school) and 410 ILCS 705/ (Cannabis Regulation and Tax Act). See also the discussion in f/ns 5 and 6 of sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*; this statement must be consistent with employee working conditions and employee conduct standards (see sample administrative procedure 5:120-AP2, *Employee Conduct Standards*).

¹² Each board and superintendent may want to engage in a conversation regarding how the district might partner with local law enforcement to enforce this policy and the penalties available under the Cannabis Regulation and Tax Act, e.g., posting signs barring community members from bringing in weapons, alcohol, cannabis, tobacco, etc. Signage reminding visitors of the policy may make it easier for staff and/or local law enforcement to enforce.

¹³ Managing cannabis on district property and the school setting presents many unsettled and complex legal issues. To legally use medical cannabis in Illinois, an individual must first become a *registered qualifying patient*. The use of cannabis by a *registered qualifying patient* is permitted only in accordance with the Compassionate Use of Medical Cannabis Program Act (Medical Cannabis Program Act (MCPA)). 410 ILCS 130/. There are many situations in which no one, even a *registered qualifying patient*, may possess or use cannabis, including (a) in a school bus, (b) on the grounds of any preschool or primary or secondary school, or (c) in close physical proximity to anyone under the age of 18 years of age. 410 ILCS 130/30(a)(2), (3), and (4). However, *Ashley's Law*, 105 ILCS 5/22-33(b) and (g), allows [parents/guardians and other designated caregivers](#) to administer medical cannabis infused products to students who are *registered qualifying patients* at school or on the school bus, and requires school boards to adopt a policy to implement the law unless the district would lose federal funding. See sample policy 7:270, *Administering Medicines to Students* and its f/n 224.

Remember that *Ashley's Law* requires the designated caregiver to remove the product from the school premises or the school bus after administering it to the student, so as a result, [sample policy 7:270, Administering Medicines to Students](#), requires immediate removal of medical cannabis infused products after administering them to the student (see f/n 276 of that policy for further discussions).

¹⁴ See e.g., 720 ILCS 5/21.2-1 [et seq.](#) (interference with a public institution of education).

¹⁵ See e.g., 625 ILCS 5/11-605 (special speed limit zones). 625 ILCS 5/12-610.1(e) prohibits wireless telephone use while operating a motor vehicle on a roadway in a school speed zone except for emergency purposes. 625 ILCS 5/12-803(f), added by P.A. 103-404, prohibits motor vehicle drivers from making contact with any portion of a stopped school bus or making contact with a school child within 30 feet of the school bus.

¹⁶ The pivotal question in a negligence case is whether the defendant acted reasonably. A ban on roller-blading demonstrates that the district took reasonable steps to reduce the risk of injury.

Convicted Child Sex Offender¹⁷

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent¹⁸

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

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¹⁷ 720 ILCS 5/11-9.3(a). [The definition of child sex offender is found at 720 ILCS 11-9.3\(d\), amended by P.A. 103-1071, eff. 7-1-25.](#) The statute assigns the child sex offender the "duty to remain under the direct supervision of a school official." In order to ensure this happens and to protect students, the sample policy requires the superintendent, or designee who is a certified employee, to supervise a child sex offender whenever the offender is in a child's vicinity. See also the Sex Offender Community Notification Law (730 ILCS 152/101 *et seq.*); Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75 - 154/105); sample policy 4:170, *Safety*; and sample administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*.

¹⁸ 105 ILCS 5/24-25; 115 ILCS 5/3(c). If a provision contained in a collective bargaining agreement addresses this issue, it will supersede this policy for those covered employees. In such cases, the board policy should be amended to state, "Please refer to the applicable collective bargaining agreement." For employees whose collective bargaining agreement does not address this subject, the policy should reflect the board's current practice. Consult the board attorney about this subhead. It is an item on which collective bargaining may be required. Any policy that impacts wages, hours, or 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. Amend the language to reflect what is recommended by the board attorney.

The School Code permits bargaining representatives to meet with employees during *duty-free time* upon notice to the school office. The Ill. Educational Labor Relations Act expanded the rights of access by bargaining representatives to also include meeting with employees during the employee work day if the meeting: (1) is to investigate and discuss grievances and workplace-related complaints (no time limit is specified) or (2) is with a newly hired employee within the first two weeks of employment (or on a later date if mutually agreed upon by the employee and bargaining representative) for one hour or less. In those circumstances, the district may not dock employee pay or charge leave time. 115 ILCS 5/3(c). However, the access must be *reasonable* and "shall at all times be conducted in a manner so as not to impede normal operations." *Id.* Consult the board attorney for guidance regarding specific requests and whether, if granted, they would impede normal operations, e.g., requests for access to staff while they are performing instructional or supervisory duties. Determining whether normal operations are impeded will likely depend upon the position and duties of the employee in the district.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act.¹⁹ The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law.²⁰ The person also may be subject to being denied admission to school athletic or extracurricular events for up to one calendar year in accordance with the procedures below.²¹

Procedures to Deny Future Admission to Athletic or Extracurricular School Events

Before any person may be denied admission to athletic or extracurricular school events, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date. The hearing notice must contain:²²

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and

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¹⁹ 105 ILCS 5/24-25. Refusal to provide such information is a Class A misdemeanor.

²⁰ 105 ILCS 5/10-20.5 (rules), 5/10-22.10 (control and supervision of school houses and school grounds); 720 ILCS 5/21-3 (criminal trespass to real property), 5/21-5 (criminal trespass to State supported land), 5/21-5.5 (criminal trespass to a safe school zone). See f/n 3, above.

²¹ See Nuding v. Cerro Gordo Comm. Unit Sch. Dist., 313 Ill. App.3d 344 (4th Dist. 2000) (board was authorized to ban parent from attending all school events and extracurricular activities by 105 ILCS 5/24-24 and to enforce conduct rules at its meetings by 105 ILCS 5/10-20.5; the ban was based on the parent's exposing a toy gun and a pocketknife at a board meeting); Jordan ex rel. Edwards v. O'Fallon Tp. High Sch. Dist., 302 Ill.App.3d 1070 (5th Dist. 1999) (105 ILCS 5/24-24 did not give a high school athlete the right, under the due process clause, to a notice and hearing before he could be suspended from participating in interscholastic athletics; the statute expands the schools' authority to ban people from attending school events for breaching conduct and sportsmanship code).

²² 105 ILCS 5/24-24. If a violator is a student, the hearing should be held in a closed meeting. 5 ILCS 120/2(c)(9). Otherwise, a hearing regarding denial of admission to *school events or property* pursuant to 105 ILCS 5/24-24 may take place in an open meeting or in a closed meeting so long as the board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. Note: while 5 ILCS 120/2(c)(4.5), added by P.A. 103-311, refers to *school events or property*, 105 ILCS 5/24-24 only authorizes boards to deny admission to athletic and extracurricular *events*. The term *events* is arguably broader than *property* as school events may take place offsite; consult the board attorney for guidance.

Some boards prefer an open meeting hearing to make it publicly known what alleged conduct could result in someone being denied admission to athletic or extracurricular events, while others prefer a closed meeting hearing so as not to provide a public platform to someone alleged to have engaged in prohibited conduct. Consult the board attorney to determine the best approach for the district and to ensure alignment with local practices and conditions.

This text aligns with 105 ILCS 5/24-24 and only requires a hearing for denying admission to *school events*. The court in Nuding (see f/n 20, above) did not specifically answer whether a board meeting qualified as a *school event* under 105 ILCS 5/24-24, but it upheld the board's right to enforce conduct rules at its meetings under 105 ILCS 5/10-20.5.

Consult the board attorney if the district would like to deny an individual admission to board meetings. This issue involves a balancing of a board's interest in the orderly transaction of its public business and the efficiency of its meetings against an individual's: (a) statutory rights to attend meetings and/or comment to and ask questions of the board (105 ILCS 5/10-16 and 5 ILCS 120/2.06(g)), and (b) constitutional freedoms and rights of speech, the press, assembly, and to petition the government (U.S. Constitution, First Amendment and Ill. Constitution, Art. I, §§ 1, 2, 4, and 5).

4. Instructions on how to waive a hearing.²³

LEGAL REF.: ~~[Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App.3d 344 \(4th Dist. 2000\).](#)~~

20 U.S.C. §7971 et seq., Pro-Children Act of 2001.

~~[Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App.3d 344 \(4th Dist. 2000\).](#)~~

105 ILCS 5/10-20.5, 10-20.5b, 5/10-22.10, 5/22-33, 5/24-25, and 5/27-23.7(a).

115 ILCS 5/3(c), Ill. Educational Labor Relations Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 705/, Cannabis Tax and Regulation Act.

430 ILCS 66/, Firearm Concealed Carry Act.

720 ILCS 5/11-9.3, 5/21-1, 5/21-1.2, 5/21-3, 5/21-5, 5/21-5.5, 5/21-9, and 5/21-11.

CROSS REF.: 2:200 (Types of School Board Meetings), 2:230 (Public Participation at School Board Meetings and Petitions to the Board), 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

Commented [DJ1]: Subscriber note: Moved to align with PRESS Legal Reference style.

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²³ The hearing requirement is for the violator's benefit and, consequently, the violator should be able to waive it.

School Board

Exhibit - Immediately Available District Public Records and Web-Posted Reports and Records¹

[For use by only those Districts that have websites.]

The District's Freedom of Information Officer designates the public records that are listed in this table as being immediately available to the public. The records that are asterisked (*) are posted on the District's website and may be immediately inspected, downloaded, printed, and/or copied. Any asterisked public record is also immediately available for inspection or copying upon request at the District's administrative office during its regular business hours, provided any applicable fees are paid. Unless otherwise noted in the special instructions column, records not asterisked (*) will be provided within five business days as allowed by the Freedom of Information Act, provided any applicable fees are paid.

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
|--|---|
| <p>*Annual schedule of regular meetings for the current school year that are posted at the beginning of each calendar or fiscal year</p> <p>*Public notice of each Board meeting that is posted at least 48 hours before the meeting and remains posted until the meeting is concluded</p> <p>*Agenda of each regular meeting that is posted at least 48 hours before a meeting and remains posted until the meeting is concluded</p> <p>Note: For school districts that do not post board meeting notices and/or agendas on a website (because they do not</p> | 5 ILCS 120/2.02. |

The footnotes should be removed before the material is used.

¹ This exhibit has two purposes: (1) to identify the data and documents that must be posted on a district's website, if the district has a website; and (2) to fulfill the requirement in the Freedom of Information Act (FOIA) for the district's FOIA officer to designate the public records that are immediately available to the public. 5 ILCS 140/3.5(a). Many attorneys agree that using the required items for web-posting is an easy and practical way for the FOIA Officer to develop a list of public records that are *immediately available*. Some attorneys prefer that the district also retain copies of its web-posted public records for immediate inspection and/or copying upon request at the administrative office. The introductory paragraph manages this issue by indicating that copies of certain identified public records will also be immediately available in the district's administrative office. This exhibit suggests identifying public records for immediate availability that are easily reproduced and stored, i.e., not voluminous. The FOIA Officer should customize this list as appropriate to the district's circumstances.

Districts may respond to a FOIA request for a public record published on the district website by directing the requester to the website. However, if the requester is unable to reasonably access the record, the requester may re-submit his or her request, and the district must then make the record available for inspection and copying. See 5 ILCS 140/8.5; see also reference in Ill. Public Access Counselor binding opinion 10-1. Consult the board attorney for ideas to manage the district's specific FOIA compliance issues.

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
|---|--|
| have a website maintained by a full-time staff member), the notice and agenda must be continuously available for public review during the entire 48-hour period preceding the meeting | |
| *Official open meeting minutes that are posted within 10 days of the Board's approval and remain posted for at least 60 days (required if the District has a website maintained by a full-time staff member) | 5 ILCS 120/2.06(b). |
| *Description of the District and its records including: Summary of the District's purpose Functional subdivisions Total amount of operating budget Number and location of all of its separate offices Approximate number of full- and part-time employees (see also, salary and benefits information report for the Superintendent, administrators, and teachers, District's Statement of Affairs) Identification and membership of the Board Brief description of the methods whereby the public may request information and public records Directory information for the Freedom of Information Officer Address where requests for public records should be directed Fees | 5 ILCS 140/4. The District must prominently post the list at each administrative office and make it available for inspection and copying. |
| *A hyperlink to an email address(es) for members of the public to communicate with members of the Board | 50 ILCS 205/20. The hyperlink must be easily accessible from the District's home page. |
| Annual budget for current fiscal year, itemized by receipts and expenditures | 105 ILCS 5/17-1.2. This may be accomplished using the Ill. State Board of Education (ISBE) <i>School</i> |

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
|--|---|
| | <p><i>District Budget Form</i> (50-36) or the summary pages from it. ²</p> <p>The District must notify its students' parents/guardians when the budget is web-posted along with its website address.</p> |
| <p>*Notice of a public hearing under the Truth in Taxation Law, when applicable (required if the District has a website maintained by a full-time staff member)</p> | <p>35 ILCS 200/18-75, amended by P.A. 103-1018. The notice on the website must be posted for at least 30 consecutive days on or near the top of the District's website home_page or on a page accessible through a direct link from the home_page. The notice must be posted not more than 14 days nor less than seven days prior to the date of the public hearing. <u>Id.</u> at 18-80.</p> |
| <p>*Notice of public hearing on waiver or modification of a School Code mandate, when applicable</p> | <p>105 ILCS 5/2-3.25g(c-5). The time, date, place, and general subject matter of the public hearing must be posted at least 14 days prior to the hearing. If the District is requesting to increase the fee charged for driver education authorized pursuant to 105 ILCS 5/7-24.2, the website information must include the proposed amount of the fee the edDistrict will request. See 2:20-E, <i>Waiver and Modification Request Resource Guide</i>.</p> |
| <p>*District Report Card and a Report Card for each School (the Report Cards will be provided by ISBE by Oct. 31 of each year, unless otherwise provided by law)</p> | <p>105 ILCS 5/10-17a, amended by P.A.s 102-16 and 102-539.</p> <p>Annually, no more than 30 calendar days after receiving the Report Cards from the State Superintendent, the District must: (1) present them at a regular Board meeting, (2) post them on the District's website, (3) make them available to a newspaper of general circulation serving the District, and</p> |

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² For school officials who are concerned that some of their district's constituents may not have the proper software to access these documents, ISBE provides links to free *viewer or reader* products that support the ISBE School District Budget Form (50-36). These products can be downloaded and used to access the budget as posted on the district's website. See www.isbe.net/Pages/School-District-Joint-Agreement.aspx.

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
|--|---|
| | <p>(4) upon request, send them home to parents/guardians. 105 ILCS 5/10-17a(5).</p> <p>The District also must send a written notice home to parents/guardians stating: (1) that the Report Cards are available on the website, (2) the website's address, (3) that a printed copy will be sent upon request, and (4) the telephone number to request a printed copy. <u>Id.</u></p> |
| *Hyperlink to ISBE's Expanded High School Snapshot Report | 105 ILCS 5/10-17a(7), added by P.A. 103-503. The hyperlink must be displayed in a manner that is easily accessible to the public. ISBE is required to prepare a stand-alone report covering high schools beginning 10-31-27 and by Oct. 31 of each subsequent year. |
| *The District's discipline plan and progress on the plan, in the event the District is identified by ISBE to be in the top 20% (for three consecutive years) of districts for out-of-school suspensions, out-of-school expulsions, or racial disproportionality in the use of out-of-school suspensions and expulsions | <p>105 ILCS 5/2-3.162.</p> <p>If the District is required to submit a plan to ISBE, it must be approved at a public board meeting and posted on the District's website. Within one year after being identified by ISBE, the District must submit to ISBE and post on its website a progress report describing implementation of the plan and the results achieved.</p> |
| *A list of all contracts in excess of \$25,000 and any contracts with an exclusive bargaining representative | <p>105 ILCS 5/10-20.44.</p> <p>There is no statutory timeline for web-posting.</p> <p>Each year, in conjunction with the submission of the Statement of Affairs to ISBE, before Dec. 1, the District must submit to ISBE an annual report on all contracts over \$25,000 awarded during the previous fiscal year.</p> |
| *Contract(s) with any commercial driver training school(s) for driver education | <p>105 ILCS 5/27-24.2.</p> <p>The District is required to web-post this document if it has a website. If the District has no website, it must make the contract available upon request.</p> |

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
|--|---|
| Annual Statement of Affairs | 105 ILCS 5/10-17. The District is not required to web-post this document. It must, annually by Dec. 1, submit the Statement to ISBE for posting on ISBE's website, have copies of the Statement available in the main administrative office, and publish a summary of the Statement in a newspaper of general circulation published in the District. |
| *Fiscal Efficiency Report, summarizing the District's attempts to improve fiscal efficiency through shared services or outsourcing in the prior fiscal year | 105 ILCS 5/17-1.1, amended by P.A. 102-1088 . The report must be: (1) approved by the Board at an open meeting, ³ and (2) primarily in checklist form and approximately one page in length. |
| Beginning in levy year 2022, if the District has an aggregate property tax levy greater than \$5,000,000, it will make good faith efforts to electronically publish the following data from all vendors and subcontractors doing business with the District: Whether the vendor or subcontractor is minority-owned, women-owned, or veteran-owned Whether the vendor or subcontractor holds a certification as a minority-owned, women-owned, or veteran-owned business as defined in 30 ILCS 575/, or if they are self-certifying; and If the vendor self-certifies, whether it qualifies as a small business under federal Small Business Administration standards (See www.sba.gov/federal-contracting/contracting-guide/size-standards). | 35 ILCS 200/18-50.2, added by P.A. 102-265 . The law does not define <i>electronically publish</i> ; website posting is a means of compliance. This item is not asterisked should the District choose to electronically publish the information offline. |
| *Notice of a public hearing at which the Board will consider closing a school, when applicable | 105 ILCS 5/10-22.13. The notice of the public hearing must be provided at least 10 |

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³ 105 ILCS 5/17-1.1, ~~amended by P.A. 102-1088~~, specifies that the report must be approved by the board at an "open meeting that allows for public comment." The public comment qualification is omitted here because it is redundant; all open meetings must have a period during which the public can offer comments. See sample policy 2:230, *Public Participation at School Board Meetings and Petitions to the Board*. This report is included in a district's annual financial report as the *Report on Shared Services or Outsourcing*. See www.isbe.net/Pages/Annual-Financial-Report.aspx.

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
|---|--|
| | days prior to the hearing and include the time, date, place, and name or description of the school building that the Board is considering closing. |
| <p>*Explanation of the data elements of <i>covered information</i>⁴ that the District collects, maintains, or discloses to any person, entity, third party, or governmental agency.</p> <p>*A description of the procedures⁵ that parents/guardians may use to carry out their rights under 105 ILCS 85/33(c)(1), (2), & (3), including the right to:</p> <p>Inspect and review their child's covered information</p> <p>Request a paper or electronic copy of their child's covered information</p> <p>Request corrections for factual inaccuracies contained in their child's covered information</p> | <p>105 ILCS 85/27(a)(1).</p> <p>The explanation of data elements of covered information must be clear and understandable by a layperson and cover the following: (1) how the District uses the covered information; (2) to whom or what entities the District discloses the covered information; and (3) for what purpose the District discloses the covered information.</p> <p>The explanation of data elements and description of parent rights procedures must be updated by Jan. 31 and July 31 each year, as needed.</p> |
| <p>*A list of operators with whom the District has written agreements and the following for each operator:</p> <p>Copy of the agreement</p> <p>Business address</p> <p>List of any subcontractors to whom covered information may be disclosed or a link to a page on the operator's website that clearly lists the subcontractors</p> | <p>105 ILCS 85/27(a)(2) & (3).</p> <p>The District must post new operator contracts and an explanation of the data elements of covered information disclosed to the operator (see immediate row above) within 10 business days after entering into the contract. 105 ILCS 85/27(c).</p> <p>This list must also be updated by Jan. 31 and July 31 each year, as needed.</p> |
| <p>*A list of <i>breaches</i> of covered information maintained by the school or an operator involving 10% or more of the District's student enrollment. The list must include:</p> | <p>105 ILCS 85/27(a)(5).</p> |

The footnotes should be removed before the material is used.

⁴ *Covered information* means personally identifiable information or material (PII) or information linked to PII in any media or format that is not publicly available and is any of the following: (1) created by or provided to an operator by a student or the student's parent/guardian in the course of the student's/guardian's use of the operator's site, service or application for K-12 school purposes; (2) created by or provided to an operator by an employee or agent of the District; or (3) gathered by an operator through the operation of its site, service, or application. 105 ILCS 85/5. *Operators* are entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and used for K-12 school purposes. *Id.* See sample administrative procedure 7:345-AP, *Use of Educational Technologies; Student Data Privacy and Security*, for additional information regarding posting requirements under Student Online Personal Protection Act, 105 ILCS 85/, and sample exhibit 7:345-AP, E1, *Student Covered Information Reporting Form*, for a sample reporting format.

⁵ See sample exhibit 7:345-AP, E4, *Notice of Parent Rights Regarding Student Covered Information*. Districts may choose to, but are not required to, include a description of these procedures in a student handbook.

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
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| <p>Number of students whose covered information was involved in the breach, unless the breach involved <i>personal information</i> as defined in the Personal Information Protection Act, 815 ILCS 530/5, in which case the number of students involved may not be disclosed</p> <p>Date, estimated date, or estimated date range of the breach</p> <p>Name of the operator, if applicable</p> | <p>The District must update breach information by Jan. 31 and July 31 each year, and it must remain on the District's website for at least five years after the District adds it to the list. Breaches that occurred (or were estimated to have occurred) prior to 7-1-21 or breaches that were posted more than five years prior to updating the current list do not need to be posted. ⁶</p> |
| <p>*Board policy 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i></p> <p>*Information developed as a result of the evaluation and assessment of the bullying policy's outcomes and effectiveness</p> | <p>105 ILCS 5/27-23.7(b)(10) and (11).</p> |
| <p>*Title IX notice of nondiscrimination Contact information for the District's Title IX Coordinator(s) and Board policies 2:260, Uniform Grievance Procedure; and 2:265, Title IX Grievance Procedure</p> | <p>34 C.F.R. §106.8.</p> <p>See the Notice of Nondiscrimination subhead of sample administrative procedure 2:265 API, Title IX Response, for a sample notice of nondiscrimination and nondiscrimination statement meeting the minimum requirements of Title IX regulations.</p> |
| <p>Title IX training materials for any individuals designated as Title IX Coordinator(s), investigators, decision-makers, and informal resolution facilitators</p> | <p>34 C.F.R. §106. 45(b)(10)(i)(D) 8(f)(3).</p> <p>Title IX training materials must, upon request, be made available for inspection only (not copying) by members of the public.</p> <p><u>Naming only the training provider and course does not meet this requirement. The U.S. Dept. of Education (DOE) requires training materials to be publicly available "so that a district's approach to training Title IX personnel may be transparently</u></p> |

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⁶ 105 ILCS 85/27(d) states that individual notification to the parent/guardian of a child whose covered information was breached may be delayed if a law enforcement agency determines that notification will interfere with a criminal investigation and provides the District with a written request for a delay of notice. This basis for delay does not specifically apply to the more general website notification of a breach, however, such a delay may also be warranted depending upon the circumstances. Consult the board attorney for guidance on this issue.

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
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| | <p><u>viewed by the [district's] educational community and the public, including for the purpose of holding a [district] accountable for using training materials that comply with [Title IX] regulations.” 85 Fed. Reg. 30254. Consult the Board Attorney regarding this requirement; making training materials of third-party consultants publicly available may violate their intellectual property rights. The DOE acknowledged the potential for intellectual property violations, suggesting that districts either “secure permission from the consultant to publish the training materials” or create their own training materials. 85 Fed. Reg. 30412.</u></p> |
| <p>*Board policy 7:20, <i>Harassment of Students Prohibited</i>, and age-appropriate explanations of its contents in student handbook(s)</p> | <p>105 ILCS 5/10-20.69.</p> <p>The District must have an age-appropriate policy on sexual harassment (1) in the student handbook(s), (2) posted on the District’s website, and (3) posted in any other area where policies, rules and standards of conduct are posted in each school.</p> |
| <p><u>*Board policy 7:255, <i>Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence</i>, and procedures for requesting supportive services</u></p> | <p><u>105 ILCS 5/26A-20(d), added by P.A. 102-466, a/k/a <i>Ensuring Success in School Law</i>, eff. 7-1-25. Copies must be made available to students and parents/guardians at no cost at each school.</u></p> <p><u>Procedures for requesting supportive services that are available at the building level and on building-specific websites should include the building-level Article 26A Resource Person’s name and contact information. See administrative procedure 7:255-AP1, <i>Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence</i>.</u></p> |
| <p>*Board policy 7:290, <i>Suicide and Depression Awareness and Prevention</i></p> | <p>105 ILCS 5/2-3.166, amended by P.A. 102-267.</p> |

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
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| *Contact information for the National Suicide Prevention Lifeline (988) and Crisis Text Line (Text 741741), if the District does not issue student identification cards to all students | 105 ILCS 5/10-20.81, added by P.A. 102-416 and renumbered by P.A. 102-813 , amended by P.A. 103-143. |
| *Administrator and Teacher Salary and Benefits Report (itemized salary report for the Superintendent and all administrators and teachers); <i>benefits</i> includes, without limitation, vacation days, sick days, bonuses, annuities, and retirement enhancements | 105 ILCS 5/10-20.47. ⁷ Annually on or before Oct. 1: (1) the information must be presented at a regular Board meeting and posted on the District's website, and (2) after the Board meeting at which the information was presented, the Report must be provided to ISBE. |
| All records pertaining to the creation, alteration or revision of school attendance areas shall be open to the public | 105 ILCS 5/10-21.3. This law also requires school attendance areas to be periodically revised, if necessary, to prevent or eliminate segregation by color, race, or nationality. See Board policy 7:30, <i>Student Assignment and Intra-District Transfer</i> . |
| *Vacancies for teaching positions in a subject shortage area, before hiring a retired teacher to any such position | 40 ILCS 5/16-150.1, amended by P.A.s 102-440 and 103-588. The District must, on an ongoing basis, post the vacancy for a period of at least 90 days during the six months preceding either the fall or spring term for which it seeks to employ a retired teacher in a subject shortage area. This posting requirement is in effect for employment ending no later than June 30, 2027. |
| *Information regarding a Severance Agreement entered into because an employee or contractor was found to have engaged in sexual harassment or sexual discrimination | 50 ILCS 205/3c. Within 72 hours of Board approval, the District must post: (1) the name/title of person receiving payment under the severance agreement, (2) the amount of payment, (3) that the employee or contractor was found to have engaged in |

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⁷ 105 ILCS 5/10-20.47 does not specify whether a district must provide employee names as part of its salary and benefits report. The general practice of districts has been to include names in the report. Consult the board attorney for guidance.

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
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| | <p>sexual harassment or sexual discrimination, as applicable, and (4) the date, time, and location of the meeting at which the agreement was approved.</p> <p>Note: The Government Severance Pay Act (GSPA), 5 ILCS 415/10(a)(2), prohibits an employee of a school district with contract provisions for severance pay from receiving any severance if the employee is fired by the board for <i>misconduct</i>, which includes sexual harassment and/or discrimination. <i>Id.</i> at 415/5. For more discussion about the reconciling these laws, see f/n 7 in sample policy 2:260, <i>Uniform Grievance Procedure</i>.</p> |
| <p>*As an employer that participates in the Ill. Municipal Retirement Fund (IMRF), a compensation report for employees who have a total compensation package that exceeds \$75,000 per year; <i>total compensation package</i> means salary, health insurance, a housing allowance, a vehicle allowance, a clothing allowance, bonuses, loans, vacation days granted, and sick days granted</p> | <p>5 ILCS 120/7.3.</p> <p>The report must be posted within six business days after the District approves a budget. The District may choose to post a physical copy of this information at its principal office in lieu of posting the information directly on the website in which case it must post directions on the website for accessing that information.</p> <p>The Ill. Attorney General's office has not provided guidance concerning whether this requirement applies to employees who do not participate in IMRF, e.g., Teachers' Retirement System (TRS) participants.</p> |
| <p>*As an employer that participates in the IMRF, a compensation report for employees who have a total compensation package that is equal to or in excess of \$150,000 per year; total compensation package means payment by the employer to the employee for salary, health insurance, a housing allowance, a vehicle allowance, a clothing allowance, bonuses, loans, vacation days granted, and sick days granted</p> | <p>5 ILCS 120/7.3.</p> <p>The report must be posted at least six days before the District approves an employee's total compensation package that is equal to or in excess of \$150,000. The District may choose to post a physical copy of this information at its principal office in lieu of posting the information directly on the website in which case it must post directions on the website for accessing that information.</p> |

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
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| | The Ill. Attorney General's office has not provided guidance concerning whether this requirement applies to employees who do not participate in IMRF, e.g., TRS participants. |
| *As an employer that participates in IMRF, a link to information posted on the IMRF website at: www.imrf.org/en/about-imrf/transparency/employer-cost-and-participation-information | 40 ILCS 5/7-135.5. |
| *Board policy 5:120, <i>Employee Ethics; Code of Professional Conduct; and Conflict of Interest</i> | 105 ILCS 5/22-85.5(e), added by P.A. 102-676. |
| *A description of activities to address intergroup conflict (an optional program authorized by 105 ILCS 27-23.6) | 105 ILCS 5/27-23.6(c). |
| The total number of personnel with a school support personnel endorsement, and for each endorsement area: <ol style="list-style-type: none"> 1. Those actively employed by the District on a full-time basis; 2. Those actively employed by the District on a part-time basis; and 3. Those actively employed by a special education cooperative providing services to students in the District | 105 ILCS 5/10-20.80, added by P.A. 102-302 and renumbered by P.A. 102-813. Annually by Dec. 1, the District must report its school support personnel information as of Oct. 1 to ISBE and web-post it. |
| The total number of students enrolled in the District and of that total, the number of students with an individualized education program (IEP) or Section 504 plan | 105 ILCS 5/2-3.182, added by P.A. 102-302 and renumbered by P.A. 102-813. Annually by Dec. 1, ISBE must make the enrollment information available on its website based on the District's enrollment information as of Oct. 1. |
| *Notice that students with disabilities who do not qualify for an IEP may qualify for services under Section 504 | 105 ILCS 5/14-6.01, amended by P.A. 102-1072. The notice shall: (1) identify the location and phone number of the District office or employee to whom inquiries about the identification, assessment, and placement of children with disabilities should be directed, and (2) inform parents/guardians who are deaf or do not typically communicate using spoken English that they are entitled to the services |

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
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| | of an interpreter when participating in a Section 504 meeting. |
| <p>*Class size reporting that includes the information described in 105 ILCS 5/2-3.136a:</p> <ol style="list-style-type: none"> 1. The total number of <i>teachers</i> actively employed in the District, listed by individual school; 2. The <i>pupil-teacher ratio</i> for the District; 3. The number of <i>class instructors</i>, by grade level and subject; 4. The <i>class size</i> for each <i>class</i> and <i>class section</i> at each school in the District and the total number of classes or class sections in each school that exceed the class size guidelines under 105 ILCS 5/18-8.15(b)(2) (evidence-based funding core teacher ratios). | <p>105 ILCS 5/10-20.70. Annually, the District must report its class size information, which ISBE must make available on its website by Jan. 31 (see www.isbe.net/Pages/class-size-report.aspx). See 105 ILCS 5/2-3.136a for definitions of the italicized terms.</p> |
| <p>*Names of Board members who have completed professional development leadership training</p> | <p>105 ILCS 5/10-16a, amended by P.A. 102-638, requires the District to post on its website the names of all Board members who have completed professional development leadership training. The web-posting may be expanded to log all Board members' training and development activities.</p> <p>5 ILCS 120/1.05(b) and (c) require each Board member to complete training on the Open Meetings Act. After completing the training, each Board member must file a copy of their certificate of completion with the Board.</p> <p>105 ILCS 5/24-16.5 requires each Board member to complete a training program on performance evaluations before voting on a dismissal based on a performance evaluation pursuant to the Performance Evaluation Reform Act.</p> |
| <p>Immunization data reported to ISBE by each Nov. 15</p> | <p>105 ILCS 5/27-8.1(6).</p> <p>By Dec. 1, the District must annually make the immunization <i>data</i> that it must report to ISBE each year publicly available. The data, not its format, must be identical to the data reported to ISBE. Boards have control</p> |

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
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| | over the method(s) used to make this data publicly available. One method is to instruct the reader to ask for the data directly from ISBE. |
| Information on mental health issues and local treatment resources | The Ill. House of Representatives encouraged this in HR 478 (99th General Assembly, 5-31-15). |
| *All reliable assessments, scored by entities other than the District that are administered in each of the District's schools | 105 ILCS 5/22-82(b). These must be made available to parents and/or guardians through the District's website or paper handouts. |
| *The District's Remote and/or Blended Remote Learning Day Plan, when the Governor has declared a public health emergency pursuant to 20 ILCS 3305/7. | 105 ILCS 5/10-30(6). |
| <p>*When the Board allows for student participation in registered apprenticeship programs:</p> <ol style="list-style-type: none"> 1. Notification to students and parents of the opportunities for registered apprenticeships, which includes the following statements: <ol style="list-style-type: none"> a. Students may participate in any registered apprenticeship program listed by the District, and b. Students may find a registered, but not listed, apprenticeship program with a business or organization if a registered apprenticeship program is not offered in the District. 2. Board policy 6:310, <i>High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i> (specifically, the section titled Registered Apprenticeship Program) 3. A form for a parent/guardian to request that when their child successfully completes a registered apprenticeship program, it be substituted for a course | 23 Ill.Admin.Code §255.200(b)(4) and (c). |
| *If offered by the District, identification of the curriculum the District uses to provide comprehensive personal health and safety and comprehensive sexual health education (National Sex Education Standards (NSES)), the scope and sequence of these instructional | 105 ILCS 5/27-9.1a, added by P.A. 102-522. |

| Web-posted records and information (use of an * is explained in the paragraph above this table) | Web-posting statutory reference and special instructions |
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| materials, and the name and contact information, including an email address, of a school staff member who can respond to inquiries about instruction and materials | |
| *Board policy 6:135, <i>Accelerated Placement Program</i> | 23 Ill.Admin.Code §227.60(a). |
| *Board policy 7:70, <i>Attendance and Truancy</i> | 23 Ill.Admin.Code §207.20(b). |
| *Board policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> | 105 ILCS 5/22-95, added by P.A. 103-472. |
| *The name(s) of designated Prioritization of Urgency of Need for Services (PUNS)-trained employee(s) in each school within the District. | 105 ILCS 5/2-3.163(c), amended by P.A. 103-504. Every public school must designate at least one employee to take the Ill. Dept. of Human Services' PUNS training. <i>Id.</i> See Board policy 5:100, <i>Staff Development Program</i> . |
| *If the District has one or more school buses equipped with an automated traffic law enforcement system, notice to drivers that its buses are so equipped. | 625 ILCS 5/11-208.9(m). |
| *Type 1 diabetes informational material. | 105 ILCS 5/2-3.204 (final citation pending), added by P.A. 103-641. The informational materials to be posted are those made available on ISBE's website. |
| * Local postsecondary and career expectations framework | 105 ILCS 5/10-20.84(a). The framework must be available at a prominent location on the District's website. |

School Board

Exhibit – Title IX Glossary of Terms ¹

Use this exhibit to educate employees and students about Title IX terms, and with the required Title IX response and grievance process in Board policy 2:265, *Title IX Grievance Procedure*, implemented by administrative procedures 2:265-AP1, *Title IX Response*, and 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

Glossary of Terms

Actual Knowledge – Notice of sexual harassment or allegations of sexual harassment to any District employee or to the District’s Title IX Coordinator. Assumption of knowledge based solely on the District’s status as an employer or other presumption under law does not constitute actual knowledge. This standard is not met when the only official of the District with actual knowledge is the Respondent. *Notice* as used here includes, but is not limited to, a report or complaint of sexual harassment to the Title IX Coordinator in person, by mail, by telephone, or by email using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. 34 C.F.R. §§ 106.30, 106.8(a).

Appellate Decision-Maker – An individual or group, e.g., a Board-appointed appeal examiner or the Board, which reviews an appeal of the Initial Decision-Maker’s determination regarding responsibility or a dismissal of a Formal Title IX Sexual Harassment Complaint (defined below). The Appellate Decision-Maker cannot be the same person as the Initial Decision-Maker, the Investigator, or the Title IX Coordinator. 34 C.F.R. §106.45(b)(8)(iii)(B). The Appellate Decision-Maker must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment. 34 C.F.R. §106.30.

Consent – Knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Consent may not be inferred from silence, passivity, or a lack of verbal or physical resistance. A person’s manner of dress does not constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person. Consent may be withdrawn at any time. A person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following: (1) the person is incapacitated due to the use or influence of alcohol or drugs; (2) the person is asleep or unconscious; (3) the person is under age; or (4) the person is incapacitated due to a mental disability. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred. Coercion, force, or the threat of either invalidates consent.

The footnotes should be removed before the material is used.

¹ This sample exhibit must be customized to ensure alignment with the district’s policies, procedures, and practices.

Note: 34 C.F.R. §106.30, added at 85 Fed. Reg. 30574, states that Title IX recipients are not required to adopt a particular definition of consent with respect to sexual assault; however, in its 2020 Title IX rulemaking, the U.S. Dept. of Education (DOE) stated that “recipients must clearly define consent and must apply that definition consistently.” 85 Fed. Reg. 30125. **Consult the Board Attorney if the District would like to customize this definition.**

Education Program or Activity – Includes locations, events, or circumstances in the United States over which the District exercised substantial control over both the Respondent and the context in which the sexual harassment occurred. 34 C.F.R. §106.44(a).

Note: Title IX jurisdiction is geographically limited to discrimination against a person in the United States. 34 C.F.R. §106.8(d). The District’s Title IX obligations extend to off-campus sexual harassment incidents “if the off-campus incident occurs as part of the [district]’s ‘operations’ pursuant to 20 U.S.C. 1687 and 34 CFR 106.2(h)” or if the District “exercised substantial control over the respondent and the context of alleged sexual harassment that occurred off campus pursuant to § 106.44(a).” 85 Fed. Reg. 30196. No single factor is determinative of whether the District exercised *substantial control* or whether an incident occurred as part of the District’s *operations*. *Id.* at 30197. *Operations* may include computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in, the District’s operations. *Id.* at 30202. **Consult the Board Attorney for further guidance.**

Formal Title IX Sexual Harassment Complaint – A document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation. At the time of filing a Formal Title IX Sexual Harassment Complaint, a Complainant must be participating in or attempting to participate in the District’s education program or activity with which the Formal Title IX Sexual Harassment Complaint is filed.

Note: Whether a Complainant is *attempting to participate* is a fact-specific inquiry. For example, a Complainant who has graduated may still be attempting to participate in an education program where he or she intends to remain involved in alumni programs or activities. 85 Fed. Reg. 30138. **Consult the Board Attorney for further guidance.**

Initial Decision-Maker – An individual designated by the Title IX Coordinator to reach an initial determination regarding responsibility in a Formal Title IX Sexual Harassment Complaint (defined above) by applying the standard of proof set forth in administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*. See 85 Fed. Reg. 30054. The Title IX Coordinator cannot be the Initial Decision-Maker. 34 C.F.R. §106.45(b)(7)(i). The Initial Decision-Maker must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

Investigator – The Title IX Coordinator or an individual designated by the Title IX Coordinator to investigate a Formal Title IX Sexual Harassment Complaint (defined above) according to administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*. The Investigator must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

Respondent – An individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment. 34 C.F.R. §106.30.

Supportive Measures – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a Complainant or Respondent before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed. Such measures are designed to restore or preserve equal access

to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work² locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District will maintain as confidential any supportive measures provided to a Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. 34 C.F.R. §106.30.

Sexual Harassment Governed by Laws Other Than Title IX – The District must also address sexual harassment that does not meet the definition of Title IX sexual harassment, including but not limited to sexual harassment in violation of the State Officials and Employees Ethics Act (5 ILCS 430/), Illinois Human Rights Act (775 ILCS 5/), and Title VII of the Civil Rights Act of 1964 (42 U.S.C. §2000e et seq.).

For each report or complaint received, the Title IX Coordinator reviews the following Board policies³ to determine if they require additional action by the District in addition to or at the exclusion of policy 2:265, *Title IX Grievance Procedure*:

- 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
- 5:20, *Workplace Harassment Prohibited*. This policy prohibits employees from engaging in sexual harassment.
- 5:90, *Abused and Neglected Child Reporting*. This policy requires employees who suspect or receive knowledge that a student may be an abused or neglected child to immediately report their suspicion to the Ill. Dept. of Children and Family Services (DCFS). If an employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, it further requires the District to coordinate with the local Children's Advocacy Center.⁴
- 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*. This policy sets forth high standards for employee ethics and conduct, and incorporates by reference the Code of Ethics for Illinois Educators.
- 7:20, *Harassment of Students Prohibited*. This policy prohibits all sexual harassment of students.
- 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes stalking, sexual harassment, sexual violence, or retaliation for asserting or alleging an act of bullying.

The footnotes should be removed before the material is used.

² For districts with residential facilities, insert "or housing" here.

³ Ensure the referenced locally-adopted board policies contain the language paraphrased in this exhibit. If not, either substitute similar language from the locally-adopted board policies on the same topics, or insert the titles from relevant locally adopted policies.

⁴ Delete the second sentence if your district is not within a county served by an accredited Children's Advocacy Center. For further discussion see f/n 13 in sample policy 5:90, *Abused and Neglected Child Reporting*.

- 7:185, *Teen Dating Violence Prohibited*. This policy prohibits students from using or threatening to use physical, mental, or emotional abuse to control an individual in the dating relationship, and from using or threatening to use sexual violence in the dating relationship.
- 7:190, *Student Behavior*. This policy sets forth student conduct rules, prohibited student conduct, and behavioral interventions and disciplinary measures designed to address the causes of misbehavior and teach students positive behavioral skills.
- 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. This policy requires that support services be provided to students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A. It also provides a complaint resolution procedure to address alleged violations of 105 ILCS 5/26A.

Title IX Sexual Harassment – Conduct on the basis of sex that satisfies one or more of the following (34 C.F.R. §106.30):

- A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).
 - *Sexual assault* means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system (UCR Program) of the Federal Bureau of Investigation (FBI), and includes rape, fondling, incest, and statutory rape. 20 U.S.C. §1092(f)(6)(A)(v); 34 C.F.R. Part 668, Appendix A to Subpart D. For more information regarding the FBI UCR Program, see www.fbi.gov/services/cjis/ucr/.
 - *Dating violence* means violence committed by a person: (1) who is or has been in a social relationship of a romantic or intimate nature with the victim, and (2) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. 34 U.S.C. §12291(a)(11).
 - *Domestic violence* includes any felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction receiving grant funding and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who: (1) is a current or former spouse or intimate partner of the victim, or person similarly situated to a spouse of the victim; (2) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (3) shares a child in common with the victim; or (4) commits acts against a youth or adult victim who is protected from those acts under the domestic or family violence laws of the jurisdiction. 34 U.S.C. §12291(a)(12).
 - *Stalking* means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for his or her safety or the safety of others, or (2) suffer substantial emotional distress. 34 U.S.C. §12291(a)(36).

General Personnel

Exhibit - Employee Expense Reimbursement Form

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

Name: _____ Title/Office: _____

Destination: _____ Purpose: _____

Departure Date: _____ Return Date: _____

☐ **Receipts attached** Request Date: _____

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

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

ACTUAL EXPENSE REPORT

*Employees will be reimbursed for actual and necessary expenses that exceed the amount advanced, but must refund any expense advancement that exceeds the actual and necessary expenses incurred. 105 ILCS 5/10-22.32. For federal and State grants, employees will be reimbursed for actual and necessary expenses that exceed estimated expenses as permitted by Board policy 5:60, *Expenses*.

Auto Travel Allowance: _____ per mile

| Date | Auto | | Transp. Expenses | Lodging | Meals or Per Diem | | | Other Item | Cost | Daily Total |
|--|------------------|------|---------------------|---------|-------------------|-------|--------|---------------|------|----------------|
| | Mileage Miles | Cost | | | Bkfst | Lunch | Dinner | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
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| | | | | | | | | | | |
| | | | | | | | | | | |
| Subtotal | | | | | | | | | | |
| Advances | | | | | | | | | — | |
| TOTAL (A negative amount indicates refund due from employee.) | | | | | | | | | \$ | |

Superintendent or Designee:
(below maximum allowable amount)

☐ **Approved** ☐ **Denied**

☐ **Approved in Part**

☐ **Grant Funding Source** (if applicable): _____

Superintendent or Designee Signature

Date

Comments: _____

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

☐ **Approved**

☐ **Denied**

☐ **Approved in Part**

☐ **Grant Funding Source** (if applicable): _____

Employee Signature

Date

General Personnel

Exhibit - Employee Estimated Expense Approval Form

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

Name: _____ Title/Office: _____

Travel Destination: _____ Purpose: _____

☐ **Estimated Expenses Approval Requested** (50 ILCS 150/20 or grant expenditure)

☐ **Travel is grant-related*** (specify grant): _____

☐ **Purchase Order Requested** Purchase Order #: _____

☐ **Expense Advancement Voucher Requested** (105 ILCS 5/10-22.32)

Voucher Amount: _____

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

Superintendent or Designee

(below maximum allowable amount):

☐ **Approved** ☐ **Denied**

☐ **Approved in Part**

☐ **Grant Funding Source** (if applicable): _____

Superintendent or Designee Signature

Date

Comments: _____

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

☐ **Approved** ☐ **Denied**

☐ **Approved in Part**

☐ **Grant Funding Source** (if applicable): _____

Employee Signature

Date

Students

Exhibit - Student Handbook Checklist

The Checklist contains mandatory and recommended notices that schools should give to their students and the students' parents/guardians.¹ *Mandatory* means the notices are legally required. *Recommended* means including the notices are a best practice. The Checklist is in the IASB Policy Reference Manual (PRM) format, and it lists corresponding policies, procedures, and exhibits in numerical order within each sub-headed category. A corresponding citation to the Ill. Principals Association **Online Model Student Handbook (MSH)** is also listed, if one exists. Any handbook should be reviewed by the Board Attorney before distribution to ensure that all mandatory notices are included as this Checklist is subject to change without notice. This Checklist is not a substitute for legal advice.

Mandatory Notices

Student Services

| Mandatory Topics | IASB PRM | IPA MSH |
|--|---|---|
| Transportation | 4:110, <i>Transportation</i> | 4.10, <i>Bus Transportation</i> |
| Transportation reimbursement eligibility and dispute resolution Note: this program has been withdrawn due to lack of funding | 4:110, <i>Transportation</i> | 4.10, <i>Bus Transportation</i> |
| Eligibility criteria for free and reduced lunch | 4:130, <i>Free and Reduced-Price Food Services</i> 4:130-E, <i>Free and Reduced-Price Food Services; Meal Charge Notifications</i> | 1.210, <i>Free and Reduced-Price Food Services; Meal Charge Notifications</i> 3.10, <i>Fees, Fines & Charges; Waiver of Student Fees</i> |
| Waiver of school fees along with the fee waiver application form | 4:140, <i>Waiver of Student Fees</i> 4:140-AP, <i>Fines, Fees, and Charges - Waiver of Student Fees</i> | 3.10, <i>Fees, Fines & Charges; Waiver of Student Fees</i> 3.10-E1, <i>Application for Fee Waiver</i> |

The footnotes should be removed before the material is used.

¹ In its continuing commitment to help school districts comply with legal requirements for all policies and procedures, the Ill. Principals Association (IPA) in conjunction with the Ill. Association of School Boards' (IASB) **PRESS**, have prepared this checklist to assist school administrators in preparing their student handbooks. A special thank you also goes to the law firm of Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP for allowing IPA and IASB to cross check this *Student Handbook Checklist* against its annual version.

| Mandatory Topics | IASB PRM | IPA MSH |
|---|--|---|
| | 4:140-E1, <i>Application for Fee Waiver</i> 4:140-E3, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i> | |
| School Wellness (required if the District participates in the National School Lunch Program or Breakfast Program) | 6:50, <i>School Wellness</i> | |
| Alternative learning opportunities | 6:110, <i>Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program</i> | 2.90, <i>Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement</i> |
| Notification to parents/guardians of English Learners regarding their child's placement in, and information about, the District's English Learners programs | 6:160, <i>English Learners</i> | 12.60, <i>English Learners</i> |
| Parental involvement under Title I (only when the district receives Title I funds) | 6:170, <i>Title I Programs</i> 6:170-AP1, <i>Checklist of Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs</i> 6:170-AP1, E1, <i>District-Level Parent and Family Engagement Compact</i> 6:170-AP1, E2, <i>School-Level Parent and Family Engagement Compact</i> 6:170-AP2, <i>Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws</i> | 12.130, <i>Parent Notices Required by the Every Student Succeeds Act</i> |

| Mandatory Topics | IASB PRM | IPA MSH |
|---|---|--|
| Notice to parents required by the Elementary and Secondary Education Act | 6:170-AP2, <i>Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws</i> | 12.130, <i>Parent Notices Required by the Every Student Succeeds Act</i> |
| Surveys that request personal information from students | 7:15, <i>Student and Family Privacy Rights</i> | 11.10, <i>Student Privacy Protections</i> |
| Birth certificate requirements for enrollment | 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> 7:50-AP, <i>School Admissions and Student Transfers To and From Non-District Schools</i> | |
| Dental examinations (K, 2nd, 6th, and 9th grade students) | 7:100, <i>Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students</i> | 5.10, <i>Immunization, Health, Eye & Dental Examination</i> |
| Eye examinations (K and students enrolling in public school for the first time only) | 7:100, <i>Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students</i> | 5.10, <i>Immunization, Health, Eye & Dental Examination</i> |
| Vaccinations (influenza) | 7:100, <i>Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students</i> | 5.10, <i>Immunization, Health, Eye & Dental Examination</i> |
| Administration of medications (includes asthma inhalers and epinephrine injectors, opioid antagonists, and glucagon) | 7:270, <i>Administering Medicines to Students</i> 7:270-AP1, <i>Dispensing Medication</i> 7:270-E1, <i>School Medication Authorization Form</i> | 5.20, <i>Student Medication</i> 5.20-E1, <i>Student Medication Authorization Form</i> |
| Names of designated Prioritization of Urgency of Need for Services (PUNS)-trained employee(s) in each school within the District. | 5:100, <i>Staff Development Program</i> | 10.70, <i>PUNS Database Information for Students and Parents or Guardians</i> |

Student Programs

| Mandatory Topics | IASB PRM | IPA MSH |
|--|---|---|
| Notice of instruction in recognizing and avoiding sexual abuse | <p>6:60-AP1, <i>Comprehensive Health Education Program</i></p> <p>6:60-AP1, E1, <i>Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs</i></p> | <p>12.40, <i>Family Life & Sex Education Classes</i></p> <p>12.40-E1, <i>Notice to Parents/Guardians on Sex Education Instruction</i></p> |
| <p>Free appropriate public education to students with disabilities</p> <p>Special education services to eligible children whether or not enrolled in the District</p> | <p>6:120, <i>Education of Children with Disabilities</i></p> <p>6:120-AP1, <i>Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> (downloadable from IASB website, www.iasb.com)</p> <p>6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i></p> | <p>10.10, <i>Education of Children with Disabilities</i></p> |
| <p>Counseling options for students who are affected by sexual abuse and grooming behavior, along with options for victims of sexual abuse and grooming behavior to obtain assistance and intervention</p> <p><u>The availability of counseling for students 12 years of age and older without parent/guardian consent under 405 ILCS 5/3-550</u></p> | <p>7:250, <i>Student Support Services</i></p> <p>7:250-AP2, <i>Protocol for Responding to Students with Social, Emotional, or Mental Health Needs</i></p> | <p>5.30, <i>Guidance and Counseling</i></p> |
| <p><u>Support services for students who are parents, expectant parents, or victims of domestic or sexual violence</u></p> <p><u>Names and contact information of the Article 26A Resource Person in each school within the District</u></p> | <p><u>7:255, <i>Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence</i></u></p> <p><u>7:255-AP1, <i>Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence</i></u></p> | <p><u>5.80, <i>Ensuring Student Success Act</i></u></p> |

| Mandatory Topics | IASB PRM | IPA MSH |
|--|--|---|
| | <u><i>7:255-AP2, Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence</i></u> | |
| Opportunities for registered apprenticeship programs for students in grades 9-12 who are 16 years or older | <i>6:310, High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i> | <i>2.90, Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement</i> |

Student Responsibilities

| Mandatory Topics | IASB PRM | IPA MSH |
|---|--|--|
| IHSA policy on banned substances (required only for IHSA schools) | <i>6:190, Extracurricular and Co-Curricular Activities</i> <i>6:190-AP, Academic Eligibility for Participation in Extracurricular Activities</i> <i>7:240, Conduct Code for Participants in Extracurricular Activities</i> <i>7:240-AP1, Code of Conduct for Extracurricular Activities</i> | <i>9.10, Extracurricular and Athletic Activities Code of Conduct</i> |
| Absenteeism and truancy | <i>7:70, Attendance and Truancy</i> | <i>2.10, Attendance</i> <i>2.50, Truancy</i> |
| Statement of district ownership of and right to search student lockers | <i>7:140, Search and Seizure</i> | <i>8.10, Search and Seizure</i> |
| Search procedures for school grounds and lockers | <i>7:140, Search and Seizure</i> | <i>8.10, Search and Seizure</i> |
| Notification regarding access to student accounts or profiles on social networking websites | <i>7:140, Search and Seizure</i> <i>7:140-E, Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act</i> | <i>8.10, Search and Seizure</i> |

| Mandatory Topics | IASB PRM | IPA MSH |
|---|--|--|
| Bullying prohibited and reporting encouraged | 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> | 6.40, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> 6.40-E1, <i>Aggressive Behavior Reporting Letter and Form</i> |
| Teen dating violence prohibited and reporting encouraged | 7:185, <i>Teen Dating Violence Prohibited</i> | 6.45, <i>Sexual Harassment & Teen Dating Violence Prohibited</i> |
| Prohibition of electronic paging devices and making threat by Internet | 7:190, <i>Student Behavior</i> | 6.30, <i>Student Behavior</i> |
| All prohibited conduct in the school discipline code, including, but not limited to: <ol style="list-style-type: none"> 1. Controlled substances 2. Firearms and other weapons 3. E-cigarettes 4. Gangs and gang-related activity 5. Sexting prohibited | 4:170-AP2, E4, <i>Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i> 7:190, <i>Student Behavior</i> 7:190-AP5, <i>Student Handbook - Electronic Devices</i> 7:190-AP6, <i>Guidelines for Investigating Sexting Allegations</i> | 6.30, <i>Student Behavior</i> |
| Inform parents/guardians when their child engaged in aggressive behavior along with the school's early intervention procedures | 7:190-E1, <i>Aggressive Behavior Reporting Letter and Form</i> | 6.40-E1, <i>Aggressive Behavior Reporting Letter and Form</i> |
| Suspension and expulsion, and due process requirements | 7:200, <i>Suspension Procedures</i> 7:210, <i>Expulsion Procedures</i> | 6.30-E1, <i>Short Term Out-of-School Suspension (1-3 Days) Reporting Form</i> 6.30-E2, <i>Long Term Out-of-School Suspension (4-10 Days) Reporting Form</i> |
| School bus safety | 7:220, <i>Bus Conduct</i> | 4.10, <i>Bus Transportation</i> |

| Mandatory Topics | IASB PRM | IPA MSH |
|---|---|---|
| | 4:110-AP3, <i>School Bus Safety Rules</i> | 4.15-E, <i>School Bus Safety Rules</i> |
| Videotape surveillance of buses (if applicable) | 7:220, <i>Bus Conduct</i> 7:220-AP, <i>Electronic Recordings on School Buses</i> | 4.10, <i>Bus Transportation</i> |
| Behavior interventions (these may be developed through the Spec. Ed. Coop if the district belongs to one) | 7:230, <i>Misconduct by Students With Disabilities</i> | 10.20, <i>Discipline of Students with Disabilities</i> |
| Dress code | 7:160, <i>Student Appearance</i> | 1.170, <i>Student Appearance</i> 6.20, <i>School Dress Code & Student Appearance</i> |
| All other conduct prohibited by Board policy - school discipline code | 7:190, <i>Student Behavior</i> | 6.30, <i>Student Behavior</i> |

Student Rights

| Mandatory Topics | IASB PRM | IPA MSH |
|--|--|--|
| Notice of prohibition of contact information for non discrimination on the basis of sex under and Title IX; that inquiries may be directed to the District Title IX Coordinator, the U.S. Dept. of Education's Office for Civil Rights or both; contact information for the Title IX Coordinator; how to locate board policy; coordinator(s) and how to make reports or complaints of sex- discrimination <u>or sexual harassment</u> | 2:260, Uniform Grievance Procedure 2:265, <i>Title IX Grievance Procedure</i> 2:265-AP1, <i>Title IX Response</i> | 1.50, <i>Equal Educational Opportunities and Sex Equity</i> 6.40, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> |
| Prohibition of discrimination on the basis of race, color, national origin, sex, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy | 7:10, <i>Equal Educational Opportunities</i> 2:265, <i>Title IX Grievance Procedure</i> | 1.50, <i>Equal Educational Opportunities and Sex Equity</i> |

| Mandatory Topics | IASB PRM | IPA MSH |
|--|--|--|
| Sex equity and grievance procedures | 2:260, <i>Uniform Grievance Procedure</i> 2:265, <i>Title IX Grievance Procedure</i> 7:10, <i>Equal Educational Opportunities</i> 7:20, <i>Harassment of Students Prohibited</i> | 1.50, <i>Equal Educational Opportunities and Sex Equity</i> |
| Sexual harassment prohibited and grievance procedures and age-appropriate information about the sexual harassment policy | 2:260, <i>Uniform Grievance Procedure</i> 2:265, <i>Title IX Grievance Procedure</i> 7:20, <i>Harassment of Students Prohibited</i> 7:185, <i>Teen Dating Violence Prohibited</i> | 6.45, <i>Sexual Harassment & Teen Dating Violence Prohibited</i> |
| Board policy prohibiting discrimination and harassment based on race, color, and national origin, and retaliation, and an accessible and age-appropriate summary of the policy | 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> | 6.42, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> |
| Notify parents of their right to request their child's classroom teachers' qualifications | 5:190-E1, <i>Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications</i> | 12.130, <i>Parent Notices Required by the Every Student Succeeds Act</i> |
| Educational rights of homeless students in the location where homeless children receive services | 6:140, <i>Education of Homeless Children</i> 6:140-AP, <i>Education of Homeless Children</i> | 12.30, <i>Homeless Child's Right to Education</i> |
| Notice of parent/guardian and student rights under the Protection of Pupil Rights Act | 7:15, <i>Student and Family Privacy Rights</i> 7:15-E, <i>Notification to Parents of Family Privacy Rights</i> | 11.10, <i>Student Privacy Protections</i> |
| Notice to parents/guardians about social network passwords | 7:140, <i>Search and Seizure</i> 7:140- E, <i>Letter to Parents/Guardians Regarding</i> | 6.70, <i>Access to Student Social Networking Passwords & Websites</i> |

| Mandatory Topics | IASB PRM | IPA MSH |
|--|---|--|
| | <i>the Right to Privacy in the School Setting Act</i> | |
| Notice concerning privacy and access rights to school student records | 7:340, <i>Student Records</i> 7:340-AP1, E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i> 7:340-AP1, E2, <i>Using a Photograph or Video Recording of a Student</i> | 11.20, <i>Student Records</i> |
| Disclosure of directory information | 7:340-AP1, E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i> 7:340-AP1, E2, <i>Using a Photograph or Video Recording of a Student</i> | 11.20, <i>Student Records</i> |
| Information classified as directory information and for objecting to disclosure of information | 7:340-AP1, E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i> | 11.20, <i>Student Records</i> |
| Military recruiting | 7:340-AP1, E3, <i>Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information</i> 7:340-AP1, E4, <i>Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information</i> | 11.20, <i>Student Records</i> |
| Student biometric information (when applicable) | 7:340, <i>Student Records</i> 7:340-AP1, E5, <i>Biometric Information Collection Authorization</i> | 11.30, <i>Student Biometric Information</i> |
| Notice to parents/guardians concerning student data collected by schools and operators under the | 7:345-AP, E2, <i>Student Data Privacy; Notice to Parents About Educational Technology Vendors</i> | 7.40, <i>Annual Notice to Parents about Educational Technology Vendors Under the Student</i> |

| Mandatory Topics | IASB PRM | IPA MSH |
|--|--|---|
| Student Online Personal Protection Act | | <i>Online Personal Protection Act</i> |
| Notice of disability accommodation | 8:70, <i>Accommodating Individuals with Disabilities</i> | 1.110, <i>Accommodating Individuals with Disabilities</i> |

General Information

| Mandatory Topics | IASB PRM | IPA MSH |
|--|--|---|
| Notice before a pesticide application | 4:160, <i>Environmental Quality of Buildings and Grounds</i> 4:160-AP, <i>Environmental Quality of Buildings and Grounds</i> | 12.80, <i>Pesticide Application Notice</i> |
| Availability of information concerning sex offenders | 4:175-AP1, <i>Criminal Offender Notification Laws; Screening</i> 4:175-AP1, E1, <i>Informing Parents/Guardians About Offender Community Notification Laws</i> | 12.110, <i>Sex Offender Notification Law</i> |
| School bus safety | 4:110-AP3, <i>School Bus Safety Rules</i> | 4.10, <i>Bus Transportation</i> |
| Asbestos management plan, notice of availability | | |
| Notice to parents/guardians and staff of IHSA's online training video about hands-only CPR and AED | 4:170, <i>Safety</i> 4:170-AP6, E1, <i>School Staff AED Notification Letter</i> | |
| Evidence-informed educational information for parents/guardians on the warning signs of child sexual abuse and grooming, and assistance, referral, or resource information | 4:165, <i>Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors</i> | 1.180, <i>Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations</i> |
| Contact information for the National Suicide Prevention Lifeline, the Crisis Text Line, and either the Safe2Help Illinois helpline and/or a local suicide prevention hotline | 7:290, <i>Suicide and Depression Awareness and Prevention</i> 7:290-AP, <i>Resource Guide for Implementation of Suicide and</i> | |

| Mandatory Topics | IASB PRM | IPA MSH |
|---|--|---|
| | <i>Depression Awareness and Prevention Program</i> | |
| Notice that a student athlete and his/her parent must sign acknowledgement of receiving the concussion policy (required only for IHSA schools) | 7:305, <i>Student Athlete Concussions and Head Injuries</i> 7:305-AP, <i>Program for Managing Student Athlete Concussions and Head Injuries</i> | 9.30, <i>Student Athlete Concussions and Head Injuries</i> |
| School visitation rights notice | 8:95-E1, <i>Letter Notifying Parents/Guardians of School Visitation Rights</i> 8:95-E2, <i>Verification of School Visitation</i> | 12.70, <i>School Visitation Rights</i> |
| Ill. State Board of Elections one-page document explaining voter registration process, available at www.elections.il.gov/ (high schools only) | | |
| Employee code of professional conduct | 5:120, <i>Employee Ethics; Code of Professional Conduct; and Conflict of Interest</i> | 1.185, <i>Faith's Law Notifications</i> |
| Notice to parents/guardians of the availability of the Ill. State Board of Education's <i>Sexual Abuse Response and Prevention Resource Guide</i> , at www.isbe.net/Documents/Faiths-Law-Resource-Guide.pdf | 5:120, <i>Employee Ethics; Code of Professional Conduct; and Conflict of Interest</i> | 1.200, <i>Sexual Abuse Response and Prevention Resource Guide</i> |

Recommended Notices

Student Services

| Recommended Topics | IASB PRM | IPA MSH |
|--|--|--|
| Information regarding waiver of student fees | 4:140, <i>Waiver of Student Fees</i> | 3.10, <i>Fees, Fines & Charges; Waiver of Student Fees</i> |
| Fire drill program, building specific plan | 4:170, <i>Safety</i> 4:170-AP1, <i>Comprehensive Safety and Security Plan</i> | 5.40, <i>Safety Drill Procedures and Conduct</i> |

| Recommended Topics | IASB PRM | IPA MSH |
|--|---|--|
| School safety plans, including severe weather and injury or sudden illness | 4:170, <i>Safety</i> 4:170-AP1, <i>Comprehensive Safety and Security Plan</i> 4:170-AP1, E1, <i>Accident or Injury Form</i> | 2.100, <i>Home and Hospital Instruction</i> |
| School violence prevention program, including threat assessment teams | 4:190, <i>Targeted School Violence Prevention Program</i> 4:190-AP2, <i>Threat Assessment Team (TAT)</i> | 5.70, <i>Targeted School Violence Prevention Program</i> 5.70-E, <i>Targeted School Violence Prevention and Threat Assessment Education</i> |
| Home and hospital instruction | 6:150, <i>Home and Hospital Instruction</i> | 2.100, <i>Home and Hospital Instruction</i> |
| Student residency and tuition | 7:60, <i>Residence</i> 7:60-AP1, <i>Challenging a Student's Residence Status</i> 7:60-AP2, <i>Establishing Student Residency</i> 7:60-AP2, E1, <i>Letter of Residence from Landlord in Lieu of Lease</i> 7:60-AP2, E2, <i>Letter of Residence to be Used When the Person Seeking to Enroll a Student is Living with a District Resident</i> 7:60-AP2, E3, <i>Evidence of Non-Parent's Custody, Control and Responsibility of a Student</i> | |
| Parking, building specific | 7:140, <i>Search and Seizure</i> | 4.20, <i>Parking</i> |
| Health and school counselor and social work access | 7:250, <i>Student Support Services</i> | 5.30, <i>Guidance & Counseling</i> |
| Communicable and infectious disease | 7:280, <i>Communicable and Chronic Infectious Disease</i> | 5.50, <i>Communicable Disease</i> 5.60, <i>Head Lice</i> |

| Recommended Topics | IASB PRM | IPA MSH |
|-------------------------------------|---|---|
| | 7:280-AP, <i>Managing Students with Communicable or Infectious Diseases</i> | |
| Students with diabetes | 6:120-AP4, <i>Care of Students with Diabetes</i> | 1.130, <i>Care of Students with Diabetes</i> 1.130-E1, <i>Authorization to Provide Diabetic Care</i> |
| Medical cannabis administration | 7:270-E2, <i>School Medication Authorization Form - Medical Cannabis</i> | 5.20, <i>Student Medication</i> |
| Anaphylaxis prevention and response | 7:285, <i>Anaphylaxis Prevention, Response, and Management Program</i> 7:285-AP, <i>Anaphylaxis Prevention, Response, and Management Program</i> | 1.190, <i>Prevention of Anaphylaxis</i> |
| Telephone use, building specific | | |

Student Programs

| Recommended Topics | IASB PRM | IPA MSH |
|--|--|----------------|
| Weighted grades | 6:280-AP, <i>Evaluating and Reporting Student Achievement</i> | |
| District philosophy and goals | 1:30, <i>School District Philosophy</i> 3:10, <i>Goals and Objectives</i> 6:10, <i>Educational Philosophy and Objectives</i> | |
| Remote Learning and/or e-learning program(s) | 6:20, <i>School Year Calendar and Day</i> 6:20-AP, <i>Remote and/or Blended Remote Learning Day Plan(s)</i> 6:185, <i>Remote Educational Program</i> | |
| Anti-bias curriculum | 6:60, <i>Curriculum Content</i> | |

| Recommended Topics | IASB PRM | IPA MSH |
|--|---|--|
| Driver education eligibility and requirements (high schools only) | 6:60, <i>Curriculum Content</i> | |
| Parental objections to sex education, family life instruction, and sexually transmitted diseases | 6:60-AP1, E1, <i>Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and /or Opt-outs</i> | 12.40, <i>Family Life & Sex Education Classes</i> 12.40-E1, <i>Notice to Parents/Guardians on Sex Education Instruction</i> |
| Biking and Walking Safety Education | 6:60-AP1, E2, <i>Resources for Biking and Walking Safety Education</i> | |
| Accelerated placement availability | 6:135, <i>Accelerated Placement Program</i> | 2:90, <i>Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement</i> |
| Adaptive physical education program exemption | 6:310, <i>High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i> | 2.80, <i>Exemption from PE Requirement (Regular Education)</i> |
| Bilingual education availability | 6:160, <i>English Learners</i> | 12.60, <i>English Learners</i> |
| Co-curricular activities | 6:190, <i>Extracurricular and Co-Curricular Activities</i> | 9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i> |
| “No Pass, No Play” | 6:190, <i>Extracurricular and Co-Curricular Activities</i> 6:190-AP, <i>Academic Eligibility for Participation in Extracurricular Activities</i> | 9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i> |
| Parental right to review instructional materials | 6:210, <i>Instructional Materials</i> | 11.10, <i>Student Privacy Protections</i> |
| Acceptable use and Internet safety | 6:235, <i>Access to Electronic Networks</i> 6:235-AP1, <i>Acceptable Use of the District’s Electronic Networks</i> | 7.10, <i>Acceptable Use of the District’s Electronic Networks</i> |

| Recommended Topics | IASB PRM | IPA MSH |
|--|--|---|
| | 6:235-AP1, E1, <i>Student Authorization for Access to the District's Electronic Networks</i> 6:235-AP1, E2, <i>Staff Authorization for Access to the District's Electronic Networks</i> | 7.10-E1, <i>Student Authorization for Access to the District's Electronic Networks</i> |
| Social promotion | 6:280, <i>Grading and Promotion</i> 6:280-AP, <i>Evaluating and Reporting Student Achievement</i> | 2.60, <i>Grading and Promotion</i> |
| High school graduation requirements (high schools only) | 6:300, <i>Graduation Requirements</i> | 2.120, <i>High School Graduation Requirements</i> |
| Right of students with IEP to participate in graduation ceremony (high schools only) | 6:300, <i>Graduation Requirements</i> | 10.40, <i>Certificate of High School Completion</i> |
| Physical education, including waiver of required classes | 6:310, <i>High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i> | 2.80, <i>Exemption from PE Requirement (Regular Education)</i> 10.30, <i>Exemption from PE Requirement (Special Education)</i> |
| Class schedules, building specific | | |
| Schedule of testing programs, building specific | 6:340, <i>Student Testing and Assessment Program</i> | |
| Student distribution of non-curricular material | 7:310, <i>Restrictions on Publications; Elementary Schools</i> 7:310-AP, <i>Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools</i> 7:315, <i>Restrictions on Publications; High Schools</i> 7:315-AP, <i>Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools</i> | 7.20, <i>Guidelines for Student Distribution of Non-School Sponsored Publications</i> 7.27, <i>Access to Non-School Sponsored Publications</i> |

General Information

| Recommended Topics | IASB PRM | IPA MSH |
|---|--|--|
| School calendar | 6:20, <i>School Year Calendar and Day</i> | |
| Field trip | 6:240, <i>Field Trips</i> 6:240-AP, <i>Field Trip Guidelines</i> | 6.60, <i>Field Trips</i> |
| Release time for religious instruction/observance | 7:80, <i>Release Time for Religious Instruction/Observance</i> | 2.30, <i>Release Time for Religious Instruction and Observance</i> |
| Release time for students voting in elections | 7:90, <i>Release During School Hours</i> | |
| Extracurricular drug and alcohol testing (if applicable) | 7:240-AP2, <i>Extracurricular Drug and Alcohol Testing Program</i> 7:240-AP2, E1, <i>Consent to Participate in Extracurricular Drug and Alcohol Testing Program</i> | 9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i> |
| Eligibility to remove college entrance exams from student transcripts | 7:340, <i>Student Records</i> | 11.20, <i>Student Records</i> |
| Equal access to school facilities | 8:20, <i>Community Use of School Facilities</i> | |
| Identification and registration of persons entering the school building | 8:30, <i>Visitors to and Conduct on School Property</i> | 1.40, <i>Visitors</i> |
| Statement that the handbook is: <ol style="list-style-type: none"> 1. Only a summary of board policies governing the district; board policies are available to the public at the district office 2. A document that may be amended during the year without notice 3. Is a communication tool of all policies to persons expected to execute and comply with them | 2:240, <i>Board Policy Development</i> | 1.20, <i>Student/Parent Handbook Acknowledgement and Pledge</i> 1.30, <i>General School Information</i> |
| Address of District offices, list of administrators, and contact information | 2:250, <i>Access to District Public Records</i> | 1.30, <i>General School Information</i> |

| Recommended Topics | IASB PRM | IPA MSH |
|-----------------------------------|--|---|
| | 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i> | |
| Board members' names | 2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i> | 1.30, <i>General School Information</i> |
| List of District school addresses | 2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i> | 1.30, <i>General School Information</i> |

Special Circumstance Notifications

| Special Circumstance Topics | IASB PRM | IPA MSH |
|--|---|--|
| Notification for unsafe school transfer choice | 4:170, <i>Safety</i> 4:170-AP5, <i>Unsafe School Choice Option</i> | 12.100, <i>Unsafe School Choice Option</i> |

| Special Circumstance Topics | IASB PRM | IPA MSH |
|--|--|---|
| Notification of right to review teachers' qualifications | <p>5:190, <i>Teacher Qualifications</i></p> <p>5:190-E1, <i>Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications</i></p> <p>5:190-E2, <i>Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements</i></p> <p>5:190-E3, <i>Letter to Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements for the Grade Level and Subject Area of Assignment</i></p> | 12.130, <i>Parent Notices Required by the Every Student Succeeds Act</i> |
| <p>Notice when:</p> <ol style="list-style-type: none"> 1. Student is being taught by a teacher who is not highly qualified, 2. School identified as in need of improvement, 3. Schools are identified for corrective action, 4. Schools are identified for restructuring, 5. There is eligibility for supplemental educational services, and 6. The district offers voluntary school choice, if applicable | <p>5:190-E2, <i>Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements</i></p> <p>6:15, <i>School Accountability</i></p> | |
| Credit for proficiency | 6:110, <i>Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program</i> | 2.90, <i>Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement</i> |

Students

Exhibit - Notice of Expulsion Hearing

Dear Parent(s)/Guardian(s):

Due to the act(s) of gross disobedience or misconduct described herein, a recommendation has been made to the School Board to expel your child from school. The School Code allows the School Board to expel a student for a definite time period not to exceed two (2) calendar years, as determined on a case-by-case basis.

Student

Incident Date

Student handbook rule(s) and/or Board policy violated:

Length of the proposed expulsion:

Description of the incident and a justification for a recommendation of expulsion: This information is contained in the *Long Term Out-of-School Suspension (4-10 days) Reporting Form* attached to this letter. If there was no long-term suspension, the specific acts of gross disobedience or misconduct resulting in recommendation to expel are described in the attached sheet.

The following additional efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions were also provided:

Evidence will be presented and the Board will decide:

1. Whether removing your child from his or her learning environment is in the best interest of the school;
2. ~~What is~~ The rationale ~~is~~ for the specific duration of the recommended expulsion;
3. Whether all appropriate and available behavioral and disciplinary interventions were exhausted; and
4. Whether your child's continuing presence in school would either: (a) pose a threat to the safety of other students, staff, or members of the school community, or (b) substantially disrupt, impede, or interfere with the operation of the school.

You are requested to appear at a hearing before the School Board or a hearing officer acting on the Board's behalf to determine if your child should be expelled from school.

| Hearing Date | Time | Location |
|--------------|------|----------|
|--------------|------|----------|

At the expulsion hearing, the Board or its hearing officer will consider evidence concerning whether your child is guilty of gross disobedience or misconduct as charged and should be expelled from school. The hearing will be held in closed session. At this hearing you have each of the following rights:

1. To be present.
2. To appear with a representative of your choice and at your expense for your child throughout the proceedings. Your representative may address the Board or its hearing officer~~be represented by counsel~~. You must inform the District if your child will appear with a representative~~be represented by an attorney~~ and, if so, the ~~attorney~~representative's name and contact information.
- ~~2.3. To be accompanied by a support person of your choice and at your expense for your child throughout the proceedings. You must inform the District if your child will be accompanied by a support person and, if so, the support person's name and contact information.~~
- ~~3. To offer evidence.~~
- ~~4. To present witnesses and cross-examine witnesses who testify.~~
- ~~5.4. To offer evidence.~~
- ~~6.5. To present witnesses and cross-examine witnesses who testify.~~
If the hearing involves allegations of sexual violence by the student, insert the following:
However, please note that because the hearing involves allegations of sexual violence by your child, neither your child nor your child's representative shall directly question nor have direct contact with the alleged victim. Your child or your child's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim.
- ~~7.6.~~ To present other reasons why your child should not be expelled, including any factor to be considered in mitigation. Such factors may include, if applicable, your child's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A.

Please be advised that your child's representative and/or support person must comply with any hearing rules and may be prohibited from further participation if they violate District rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing.

After presentation of evidence or receipt of the hearing officer's report, the Board will decide the issue of guilt and take such actions as it finds appropriate.

Superintendent

Date

cc: School Board

enclosure:

Copy of 7:200-E2, *Long Term Out-of-School Suspension (4-10 Days) Reporting Form*, or a list of the specific acts of gross disobedience or misconduct

DRAFT

Students

Exhibit - Application and Procedures to Involve Students in Fundraising Activities

To be submitted to the Building Principal

Organization Name

School

Activity

Activity Dates

This application must be approved before involving students in a fundraising activity. Only the following organizations are permitted to involve students in fundraising activities while they are on school grounds during school hours or during any school activity: *(check at least one box)*

- ☐ School-sponsored student organization; **or**
- ☐ Parent organizations and booster clubs that are recognized pursuant to [Board](#) policy 8:90, *Parent Organizations and Booster Clubs*.

Describe how students will be involved in the fundraising activity, including whether they will be asked to buy or sell items:

Will the proposed activity involve selling food or beverage items to students on campus during the school day?

- ☐ Yes – An approval may be contingent on the availability of an *exempted fundraising day*; please attach an exact description of what you propose to sell including the nutritional analysis.
- ☐ No – Food and beverage items will not be sold to students on campus during the school day.

Fundraising efforts must not conflict with instructional activities or programs. Sales booths during a school activity or lunch are permissible.

What, if any, activity will be done while students are on school premises?

Student participation must be voluntary. Penalties for failure to participate are prohibited.

Describe student incentives for participation: _____

Fundraising efforts should not burden students, their families, citizens, or merchants by being too frequent.

When and what was the last fundraising activity done by this organization or club?

Local ordinances must be followed, merchants must approve of any activities on their property, and students must conduct themselves as ambassadors for their [s](#)School.

How will students be informed? _____

Student safety must be paramount.

How will students be kept safe if fundraising activities occur away from school?

☐ Not applicable – all student involvement occurs at school.

Sales or service campaigns to raise money should offer appropriate merchandise or services.

Describe the merchandise or services students will be asked to sell or perform:

For school-sponsored student organizations, a school staff member must supervise the fundraising activities in addition to any other adult volunteers.

List all of the adult sponsors, including staff members and non-staff adult volunteers:

☐ Not applicable - activity is not being proposed by a school-sponsored student organization.

For school-sponsored student organizations, the student activity funds treasurer must safeguard the financial accounts.

Is this agreeable? ☐ Yes ☐ No

☐ Not applicable – activity is not being proposed by a school-sponsored student organization.

Parent organizations and booster clubs are governed by ~~School~~ Board policy 8:90, *Parent Organizations and Booster Clubs*.

Is the organization prepared to abide by this policy? _____

☐ Not applicable – activity is not being proposed by a parent organization or booster club.

The fundraising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.

Describe how funds raised through the proposed activity will be used:

If the activity will help fund a trip or overnight excursion, describe the travel plans:

The funds must be used to the maximum extent possible for the designated purpose.

Is this agreeable? ☐ Yes ☐ No

Fundraising efforts that solicit donor messages for placement on school property must follow the District's viewpoint neutral guidelines for the creation of messages.

Is this agreeable? ☐ Yes ☐ No

☐ Not applicable – activity being proposed will not solicit donor messages.

I agree to abide by the conditions stated in this application and agree to adhere to all Board policies and administrative procedures.

| | |
|--------------------------------------|------------------|
| Applicant name <i>(please print)</i> | Telephone number |
| Address | Email address |
| Applicant signature | Date |

The Building Principal will base his or her decision on the information being provided in this form as well as other criteria deemed important. *(Note to Building Principal: after approving or denying this application, return a copy of it to the person making the request, send the original to the Superintendent, and retain a copy at the [School](#).)*

☐ **Approved** ☐ **Denied**

| | |
|--------------------------------|------|
| Building Principal or designee | Date |
|--------------------------------|------|

DRAFT

Community Relations

Exhibit - Letter to Parent Regarding Visits to School by Child Sex Offenders

Date:

Dear Parent/Guardian:

Student's Name (*Please print*)

School

State law places restrictions on child sex offenders' access to school property. See 720 ILCS 5/11-9.3. It prohibits a child sex offender from knowingly being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender: (1) is a parent/guardian of a student and the parent/guardian is: (a) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (b) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (c) attending conferences to discuss other student issues concerning his or her child (such as retention and promotion) and notifies the Building Principal of his or her presence at the school; or (2) has permission to be present from the Superintendent or the School Board. If permission is granted, and the Superintendent or Board President must have informed the Building Principal where the offender will be, the nature of the offender's visit, and the hours in which the offender will be present in the school. A child sex offender must notify the Building Principal's office upon arrival on school property, present on school property must remain under the direct supervision of a school official at all times, and notify the Building Principal's office upon departure from school property. A child sex offender who violates these provisions of the law is guilty of a Class 4 felony.

Instructions for Child Sex Offenders

To lawfully visit school property, a child sex offender must complete 8:30-E2, *Child Sex Offender's Request for Permission to Visit School Property*, for each visit to school property.

Sincerely,

School Administrator

Community Relations

Exhibit - Child Sex Offender's Request for Permission to Visit School Property

State law places restrictions on child sex offenders' access to school property. See 720 ILCS 5/11-9.3.

If you are a child sex offender, you must complete this form to lawfully visit school property whenever students are present. After a decision is made whether to grant or deny your request for permission to visit, a copy will be returned to you. This information will be kept in the District's main office as well as in the Building Principal's office where you are seeking permission to visit.

| | |
|----------------------------|-------------------------------|
| Name <i>(Please print)</i> | Address |
| Signature | Date |
| School (Visit Location) | Date <u>and Time</u> of Visit |

Complete the following if you are a parent/guardian of a student attending the above--listed school.

I request permission to visit the school for the following reason(s):

- ☐ To attend a conference with school personnel to discuss the academic or social progress of my child.
- ☐ To participate in my child's review conference in which evaluation and placement decisions may be made with respect to my child regarding special education services.
- ☐ To attend a conference to discuss other student issues concerning my child such as retention and promotion.
- ☐ Other *(Please be specific)*: _____

Complete the following if you are **not** a parent/guardian of a student who attends the school you are requesting to visit.

- ☐ I request permission to visit the school for the following reason(s) *(Please be specific)*: _____

The following is to be completed by District personnel only:

☐ **Permission Granted** ☐ **Permission Denied**

Date

Signature (*Superintendent, Designee, or Board President*)

Visit Supervision (*To be completed by the staff member supervising the child sex offender*)

Supervisor's Name (*Please print*) _____

Visitor's Time In _____

Visitor's Time Out _____

Date

Supervisor's Signature

DRAFT

**DECATUR DISTRICT 61 BOARD OF EDUCATION
REGULAR MEETING MINUTES**

DATE/TIME: June 24, 2025

5:00 PM

LOCATION: Keil Administration Building
101 W. Cerro Gordo Street
Decatur, IL 62523

PRESENT: Bill Clevenger, President
Kevin Hale
Dr. Karen Lauritzen
Christina Tyus

Will Wetzel, Vice President
Devon Joyner
Mark Reynolds

STAFF: Superintendent Dr. Rochelle Clark, Board Secretary Melissa Bradford, Attorney Luke Feeney and others

President Clevenger called the meeting to order at 5:00 PM.

| TOPIC | DISCUSSION | ACTION |
|--|--|--|
| Open Session | President Clevenger called the Open Session Board of Education Meeting to order and asked for a motion. Mr. Reynolds moved, seconded by Dr. Lauritzen. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Clevenger, Tyus, Lauritzen, Hale, Joyner, Reynolds, Wetzel Nay: None Absent: None. Roll Call Vote: 7 Aye, 0 Nay, 0 Absent All were present. | Called to order at 5:00 PM. Agenda was Approved as presented. |
| Pledge of Allegiance | President Clevenger led the Pledge of Allegiance. | |
| Approval of Agenda, June 24, 2025 | Superintendent Clark recommended the Board of Education approve the June 24, 2025 Open Session Board Meeting Agenda as presented. Mr. Reynolds moved to approve the recommendation, seconded by Mr. Wetzel. All were in favor. | Agenda was Approved as presented. |
| Public Participation | President Clevenger noted that during Public Participation, the Board of Education asked for the following: <ul style="list-style-type: none">• Identify oneself and be brief.• Comments should be limited to 3 minutes.• Any public comments submitted to the Board Secretary will be included in the record. None at this time. | Information only. |

| TOPIC | DISCUSSION | ACTION |
|-------------------------|--|-------------------|
| Board Discussion | Mr. Reynolds asked about the co-op sports. Superintendent Clark replied that administration met with some coaches and they reached out to IHSA (Illinois High School Association). There is a time frame, if this was to take place, and if implemented, the minimum time would be two-years for that cooperative. | Information only. |

Mr. Reynolds asked about other sports too. Superintendent Clark replied that if the Board was asking for the co-op District-wide, administration would need to do some additional research, but at this time, they only asked about Spring sports.

Mr. Hale suggested and was concerned with Spring sports, not Fall sports; this is where he would like to start. Superintendent Clark reminded them that if this was implemented, it would have to be for at least two-years.

Dr. Mike Curry, Chief Operational Officer, noted there was a meeting with MacArthur High School (MHS) staff and the key was to not rush the process because there was time. If a decision was made now and the school was able to have a team, the opportunity for that team would not happen. The baseball coach from MHS was willing to seek numbers in September and October in hopes that the Eisenhower High School (EHS) coach would do the same; this would help them know if the numbers were there. Administration's recommendation was to allow the coaches to seek the numbers first to see if they have the numbers for Spring sports teams. There were positives and negatives to co-ops.

Administration continued discussion with the Board of Education regarding co-op sports.

The Board of Education wants to make sure students had the opportunity to play. More information forthcoming.

Vice President Wetzel noted that he had the privilege of being the assistant coach for 10u girls' softball and all fourteen female students were currently enrolled in DPS 61. Currently, they were the only Decatur 10u softball team (record 8 wins and 2 losses) and if they win, they would be headed to the championship.

Monica Wilks, Director of Human Resources, noted the following:

- April 22, 2025 there were 125 certified teacher vacancies.
- June 10, 2025 the 125 certified teacher vacancies were reduced to 54.
- June 24, 2025 the 54 certified teacher vacancies were reduced to 47.
 - Certified teacher vacancy rate went from 22.7% to 8.9%.
 - Forty-four of the new certified teachers were international teachers.
 - The partnership is with Peoria Public Schools.
 - If approved by ISBE (Illinois State Board of Education), the international teachers would receive licensed teaching credentials in the State of Illinois.

| TOPIC | DISCUSSION | ACTION |
|-------------------------|--|-------------------|
| Board Discussion | <ul style="list-style-type: none"> ▪ With the support of the District, there was a housing list that was created by realtors and members of the Decatur community. <ul style="list-style-type: none"> • Once Visas were issued to the teachers, it's their responsibility to reach out to discuss housing. DPS does not provide this for them. • These certified teachers will be DEA members and treated just like any DEA certified teacher. | Information only. |

Dr. Lauritzen asked if there would be a meet and greet for the international teachers to welcome them to the community. Ms. Wilks replied yes, invitations and more information will be sent soon.

Dr. Lauritzen noted that she reviewed the documents from IASB (Illinois Association of School Boards) pertaining to a Superintendent Search and asked her colleagues the following:

- 1) Where were they in the process of re-tooling/revamping the Superintendent's Evaluation Process?
- 2) Is there a rough timeline?

President Clevenger replied that Will and Jason were a part of that process.

Vice President Wetzel replied that he and Mr. Dion (former Board Member) were not able to get a draft to the entire Board before elections and it needs to be re-visited. He also asked the Board of Education to review the Superintendent's job description before they hire a new Superintendent. President Clevenger replied that IASB would clarify the expectation and what to look for in a Superintendent.

President Clevenger replied that there was no exact timeline, but the process needs to be started fairly quickly; this is a very important job for the future of the District.

Dr. Lauritzen asked if there was a timeline for RoadMap 2030. President Clevenger replied that after the Superintendent search, it would be re-visited. He asked Vice President Wetzel to share where the committee left off during this process. Vice President Wetzel replied that the committee had discussed the following:

- 1) High-level strategies (educational components).
- 2) How to improve academics.

Due to RoadMap 2030, conversations within the community and the upcoming Superintendent search, the Board of Education felt there was a need to pause RoadMap 2030 until the new Board was seated.

There needs to be a conversation on how RoadMap 2030 would re-start and he did not have the answer at this time.

Vice President Wetzel noted that one of the issues is the District does not self-save. If we had a Strategic Plan to hand to the new Superintendent, it would be better.

| TOPIC | DISCUSSION | ACTION |
|---|--|---|
| | President Clevenger noted that the District invested in 60 to 80 community members during the RoadMap 2030 process and it would be a dis-service to not take advantage of the process, due to the time and effort given by everyone. The focus of the District cannot continue to change and the Board needs to be responsible. We need to foster an environment that creates a place that staff would want to work. | |
| Consent Items | <p>Superintendent Clark recommended the Board of Education approve the Consent Item as presented, which included:</p> <ul style="list-style-type: none"> A. Minutes: Open/Closed Meetings June 10, 2025 B. Financial Conditions Report C. Treasurer's Report D. School Board Policies <ul style="list-style-type: none"> a. Policy 7:160 Student Appearance b. Policy 7:190 Student Behavior c. Policy 8:30 Visitors to and Conduct on School Property E. Job Description: Administrative Assistant to the Assistant Superintendents <p>Mr. Reynolds moved to approve the recommendation, seconded by Dr. Lauritzen. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Reynolds, Hale, Tyus, Wetzel, Clevenger, Joyner, Lauritzen Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p> | Motion carried. Consent Items were approved as presented. |
| Ratification of the July 01, 2025- June 30, 2028 Collective Bargaining Agreement | <p>Superintendent Clark recommended the Board of Education approve to ratify/adopt the July 01, 2025- June 30, 2028 Collective Bargaining Agreement between the Decatur Public School District #61 Board of Education and the Decatur Educational Support Personnel Association (DESPA) as presented.</p> <p>Vice President Wetzel moved to approve the recommendation, seconded by Mr. Reynolds.</p> <p>Monica Wilks, Director of Human Resources, and Michelle Dixon, President of DESPA, presented information on this item (see attached in the Board packet).</p> <p>Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Clevenger, Wetzel, Tyus, Lauritzen, Reynolds, Joyner Nay: None Abstain: Hale Roll Call Vote: 6 Aye, 0 Nay, 0 Absent, 1 Abstain</p> | Motion carried. Agreement between DPS 61 BOE and DESPA for 07/01/25-06/30/28 was approved as presented. |
| Personnel Action Items | <p>Superintendent Clark recommended the Board of Education approve the Personnel Action Items listed in the Memo from Monica Wilks, Director of Human Resources, and the Human Resources Department as presented.</p> | Motion carried. Personnel Action Items |

| TOPIC | DISCUSSION | ACTION |
|---|---|---|
| | Mr. Reynolds moved to approve the recommendation, seconded by Dr. Lauritzen. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Lauritzen, Hale, Reynolds, Joyner, Clevenger, Tyus, Wetzel Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent | were approved as presented. |
| DPS Foundation Coordinator's Contract for the Jerry J. Dawson Civic Leadership Institute | Superintendent Clark recommended the Board of Education approve the Decatur Public Schools Foundation Coordinator Dr. Juanita Morris Contract for the Jerry J. Dawson Civic Leadership Institute, as presented. Mr. Reynolds moved to approve the recommendation, seconded by Mr. Joyner. As a reminder, the funds for the Jerry J. Dawson Civic Leadership Institute and the Decatur Public Schools Foundation goes through our system, but their non-profit Board sets and pays for their salaries. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Tyus, Wetzel, Joyner, Clevenger, Lauritzen, Reynolds, Hale Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent | Motion carried. Coordinator Dr. Juanita Morris Contract was approved as presented. |
| DPS Foundation Executive Director's Contract | Superintendent Clark recommended the Board of Education approve the Decatur Public Schools Foundation Executive Director Zach Shields Contract, as presented. Mr. Reynolds moved to approve the recommendation, seconded by Vice President Wetzel. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Joyner, Lauritzen, Reynolds, Tyus, Clevenger, Hale, Wetzel Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent | Motion carried. Executive Director Zach Shields Contract was approved as presented. |
| Intergovernmental Agreement for FY26 between DPS 61 and the ROE #39 ALOP Program | Superintendent Clark recommended the Board of Education approve the Intergovernmental Agreement for FY26 between Decatur Public School District 61 and the Regional Office of Education #39 Alternative Learning Opportunity Program (ALOP) as presented. Mr. Reynolds moved to approve the recommendation, seconded by Mr. Joyner. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Reynolds, Hale, Tyus, Wetzel, Clevenger, Lauritzen, Joyner Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent | Motion carried. Intergovernmental Agreement for FY26 between DPS 61 and the ROE #39 ALOP Program was approved as presented. |
| Frontline Education Absence and Substitute Management | Superintendent Clark recommended the Board of Education approve the Frontline Education Absence and Substitute Management Renewal Agreement 2025-2026 as presented. | Motion carried. Frontline Renewal Agreement for 2025-2026 |

| TOPIC | DISCUSSION | ACTION |
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| Renewal Agreement 2025-2026 | Mr. Reynolds moved to approve the recommendation, seconded by Dr. Lauritzen. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Clevenger, Lauritzen, Wetzel, Joyner, Hale, Reynolds, Tyus Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent | was approved as presented. |
| Student Code of Conduct and Parent Handbook for the 2025-2026 School Year | Superintendent Clark recommended the Board of Education approve the Student Code of Conduct and Parent Handbook for the 2025-2026 School Year as presented. Mr. Reynolds moved to approve the recommendation, seconded by Mr. Hale. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Joyner, Clevenger, Tyus, Lauritzen, Hale, Reynolds, Wetzel Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent | Motion carried. Student Code of Conduct and Parent Handbook for the 25-26 SY was approved as presented. |
| KEV Group SchoolCash Software | For the record and the listening audience, Roll Call Item H. KEV Group SchoolCash Software Three-Year (3) Agreement was pulled from the June 24, 2025 Open Session Board Agenda. | Information only. |
| Purchase of Unleaded Fuel for FY26 | Superintendent Clark recommended the Board of Education approve the Purchase of Unleaded Fuel for FY26 as presented. Mr. Reynolds moved to approve the recommendation, seconded by Dr. Lauritzen. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Reynolds, Clevenger, Hale, Wetzel, Tyus, Joyner, Lauritzen Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent | Motion carried. Purchase of Unleaded Fuel for FY26 was approved as presented. |
| Student Pictures Three-Year (3) Contract | Superintendent Clark recommended the Board of Education approve the Student Pictures Three-Year (3) Contract as presented. Mr. Reynolds moved to approve the recommendation, seconded by Dr. Lauritzen. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Tyus, Wetzel, Joyner, Clevenger, Hale, Lauritzen, Reynolds Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent | Motion carried. Student Pictures Three-Year (3) Contract was approved as presented. |
| Fluid Coolers for Eisenhower High School | Superintendent Clark recommended the Board of Education approve the Fluid Coolers for Eisenhower High School as presented. Mr. Reynolds moved to approve the recommendation, seconded by Mr. Joyner. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Clevenger, Reynolds, Tyus, Lauritzen, Wetzel, Joyner, Hale Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent | Motion carried. Fluid Coolers for EHS were approved as presented. |

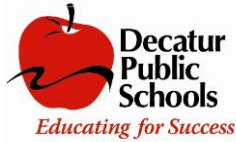
| TOPIC | DISCUSSION | ACTION |
|---|---|--|
| Excess Workers Compensation Renewal | <p>Superintendent Clark recommended the Board of Education approve the Excess Workers Compensation Renewal as presented.</p> <p>Mr. Reynolds moved to approve the recommendation, seconded by Mr. Joyner. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Hale, Lauritzen, Wetzel, Tyus, Joyner, Reynolds, Clevenger Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p> | <p>Motion carried. Excess Workers Compensation Renewal was approved as presented.</p> |
| District 61 School Improvement Plans | <p>Superintendent Clark recommended the Board of Education approve the District 61 School Improvement Plans as presented.</p> <p>Mr. Reynolds moved to approve the recommendation, seconded by Mr. Joyner. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Joyner, Clevenger, Lauritzen, Tyus, Wetzel, Hale, Reynolds Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p> | <p>Motion carried. District 61 School Improvement Plans were approved as presented.</p> |
| DecisionEd Group, Inc Renewal for FY26 | <p>Superintendent Clark recommended the Board of Education approve the DecisionEd Group, Inc Renewal for FY26 as presented.</p> <p>Mr. Reynolds moved to approve the recommendation, seconded by Dr. Lauritzen. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Lauritzen, Joyner, Wetzel, Reynolds, Hale, Clevenger, Tyus Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p> | <p>Motion carried. DecisionEd Group, Inc Renewal for FY26 was approved as presented.</p> |
| Announcements | <p>The Board of Education and Administration sends condolences to the family of:</p> <p>Reverend Donald Eugene Horath, who passed away Wednesday, June 11, 2025. Mr. Horath was the father-in-law of Kathy Horath, Director of Macon-Piatt Special Education District.</p> | <p>Information only.</p> |
| Important Dates | <p>IMPORTANT DATES</p> <p><u>June</u> 25 Special Closed Executive Session Meeting – 9:00 AM at the Keil Administration Building</p> <p><u>July</u> 01 – 31 School Registration OPEN in <u>Skyward</u> for the 2025-2026 School Year – Parents/Families, Please Log-In and Register Your Student/Students for the Upcoming School Year (2025-2026)</p> <p>04 Independence Day Holiday – District Offices are Closed</p> <p>11 Decatur Public Schools Job Fair – 11:00 AM to 2:00 PM, Keil Administration Building</p> | <p>Information only.</p> |

| TOPIC | DISCUSSION | ACTION |
|---|---|--|
| | <p>Please Note: The Keil Administration Building summer hours will be 8:00 AM to 4:30 PM Monday through Thursday, June 02, 2025 through August 01, 2025. The Keil Building will be CLOSED to the public EVERY FRIDAY from June 06, 2025 through August 01, 2025. The Keil Building will re-open on Fridays to the public the week of August 04, 2025.</p> <p>NEXT MEETING The public portion of the next <u>regular</u> meeting of the Board of Education will be at 6:30 PM, Tuesday, July 15, 2025 at the Keil Administration Building.</p> <p>Please Note: There is only <u>one</u> regular Board of Education meeting in July 2025.</p> | |
| Call for Closed Executive Session | <p>President Clevenger noted that the Board of Education would meet in Closed Executive Session to conduct an employee hearing, discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, and collective negotiating matters between the Board and representatives of its employees. Motioned by Mr. Reynolds, seconded by Mr. Joyner.</p> <p>President Clevenger called for a Roll Call Vote: Aye: Wetzel, Hale, Reynolds, Lauritzen, Clevenger, Tyus, Joyner Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p> <p>President Clevenger noted that the Board of Education was in Closed Executive Session and they would recess and resume Closed Session at 6:30 PM in the 1st floor Board Room.</p> | <p>Board moved to Closed Executive Session at 5:44 PM.</p> |
| Returned to Open Session | <p>President Clevenger asked for a motion to return to Open Session. Mr. Reynolds motioned, seconded by Vice President Wetzel. All were in favor.</p> | <p>Open Session at 7:07 PM.</p> |
| Open Session Continued | <p>President Clevenger noted that the Board of Education had been in Closed Executive Session to conduct an employee hearing, discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, and collective negotiating matters between the Board and representatives of its employees. <u>No action was taken during Closed Executive Session.</u></p> <p>President Clevenger asked for a Roll Call Vote: Aye: Clevenger, Reynolds, Joyner, Tyus, Wetzel, Lauritzen, Hale Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p> | <p>Information only.</p> |
| Possible Discipline and/or Termination | <p>Superintendent Clark recommended the Board of Education approve the Termination of Lisa Thompson, Decatur Federation of Teaching Assistants (DFTA) Employee, effective Wednesday, June 25, 2025 as presented.</p> | <p>Motion carried. Lisa Thompson, DFTA, termination,</p> |

| TOPIC | DISCUSSION | ACTION |
|---|---|--|
| of a DFTA Employee | Mr. Reynolds moved to approve the recommendation, seconded by Vice President Wetzel. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Reynolds, Hale, Tyus, Wetzel, Clevenger, Joyner, Lauritzen Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent | effective 06/25/25 was approved as presented. |
| | For the record and the listening audience, Roll Call Item B. Possible Acceptance of a Resignation from a Decatur Federation of Teaching Assistants (DFTA) Employee was pulled from the June 24, 2025 Open Session Board Agenda. | |
| Ratification of a Suspension without Pay for MPSED Employee (paraprofess.) | Superintendent Clark recommended the Board of Education ratify a One-Day Suspension without Pay for Christopher Gebben, a Macon-Piatt Special Education District (MPSED) Paraprofessional Employee, effective on Friday, August 08, 2025 as presented. Please Note: MPSED Executive Board approved this on June 11, 2025. Mr. Reynolds moved to approve the recommendation, seconded by Dr. Lauritzen. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Tyus, Wetzel, Joyner, Clevenger, Lauritzen, Reynolds, Hale Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent | Motion carried. One-Day Suspension w/o pay for Christopher Gebben, MPSED, effective on 08/08/25 was approved as presented. |
| Ratification of a Termination for MPSED Administrative Support Personnel | Superintendent Clark recommended the Board of Education ratify a Termination for James Robinson, a Macon-Piatt Special Education District (MPSED) Administrative Support Personnel, effective Wednesday, June 25, 2025 as presented. Please Note: MPSED Executive Board approved this on June 11, 2025. Mr. Reynolds moved to approve the recommendation, seconded by Mrs. Tyus. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Joyner, Clevenger, Lauritzen, Tyus, Wetzel, Hale, Reynolds Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent | Motion carried. James Robinson, MPSED, termination, effective 06/25/25 was approved as presented. |
| Adjournment | President Clevenger asked for a motion to adjourn. Mr. Reynolds moved, seconded by Mr. Hale. All were in favor. | Adjourned at 7:12 PM. |

 Bill Clevenger, President

 Melissa Bradford, Board Secretary



Board of Education Decatur Public School District #61

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| Date: July 15, 2025 | Subject: Freedom of Information Act (FOIA) Report |
| Initiated By: Melissa Bradford, Board Secretary and District's FOIA Officer | Attachments: FOIAs |
| Reviewed By: Dr. Rochelle Clark, Superintendent | |

BACKGROUND INFORMATION:

Full access to the District's public records is available to any person as provided in the Illinois Freedom of Information Act (FOIA). The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response. The Board Secretary serves as the District's FOIA Officer and will inform the Board of Education of any FOIA Reports from the previous month every first Board meeting of the month.

CURRENT CONSIDERATIONS:

Please see the below FOIA Report from the District's FOIA Officer for Decatur Public Schools:

Freedom of Information Act Report

| Date Received | Due Date | Extension Due Date | Requestor/ Company | Topic/ Summary | Date Responded |
|---------------|----------|--------------------|--|---|----------------|
| 06/11/25 | 06/20/25 | None. | CT Mills, Public Info Access LLC | Macon-Piatt Special Education District list of all school and district-level administrators, including: name, title/position, work email address and work location. | 06/12/25 |
| 06/18/25 | 07/21/25 | None. | Karen Garcia, SmartProcure | Employee Contact Info | 06/23/25 |
| 06/23/25 | 06/30/25 | None. | Owen Wang, Macon Reporter | Will the school math team from your high schools attend the annual (July) Mu Alpha Theta convention? If so, who will be attending, and who is sponsoring the trip? | 06/27/25 |
| 06/25/25 | 07/02/25 | None. | Sharon Hanlon, Inter-State Studio & Publishing Co. | The quote results regarding school photography. | 06/26/25 |

| | | | | | |
|----------|----------|-------|---|--|-----------------------|
| 07/01/25 | 07/09/25 | None. | Kyrie Reitz Communications Intern-Mackinac Center for Public Policy | Union dues report and/or collective bargaining agreements for the first pay period in June 2025: the number of people (union members) who are having dues withdrawn from their paycheck, the total number of people covered by collective bargaining agreements (union contracts). | 07/09/25 |
| 07/07/25 | 07/14/25 | None. | Heidi Beck, Former Employee | Emails to and from Tasia Burks to Heidi Beck and vice versa and that have the key words Heidi, Beck or Heidi Beck by anyone employed at the Keil building or in an administrative position. Including any former or current HR personnel, excluding emails to and from Deanne Hillman and Heidi Beck which have been already sent to me. | None at this time. |

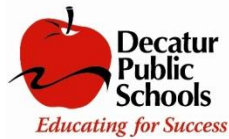
STAFF RECOMMENDATION:

The Administration respectfully request the Board of Education approve this FOIA Report as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION:_____



Board of Education Decatur Public School District #61

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| Date: July 15, 2025 | Subject: Approval of Change in Expense Request Process |
| Initiated By: Dr. Mike Curry, Chief Operations Officer, Cheyanne Patterson, Accounting and Auditing Administrator | Attachments: Proposed Expense Reimbursement Process |
| Reviewed By: Dr. Rochelle Clark, Superintendent | |

BACKGROUND INFORMATION:

Under the current process, employee expense reimbursement requests are submitted and held for payment with the monthly bills, which are approved by the Board on the second Tuesday of each month. This timing often results in reimbursement delays of up to five weeks when cutoff dates are not met for various reasons including timing of the event and issues in the approval process.

CURRENT CONSIDERATIONS:

To improve turnaround time and staff experience, the Business Office proposes processing expense reimbursements on a weekly basis using the existing “Out of Line” payment process. Requests would be submitted and approved in advance, then processed for payment each Thursday with funds released the following Monday. Board approval would occur retroactively at the next monthly meeting. This change does not affect the approval workflow or increase spending—only the timing of disbursement.

FINANCIAL CONSIDERATIONS:

There is no financial impact. This is a procedural change in timing, not cost.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the revised Expense Reimbursement Process as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

Current Process

- Expense reimbursement requests are to be submitted by the 20th; Business Office will continue to process requests if submitted after the 20th if approved by monthly cut-off (typically -3(third business day from end of month))

- held for payment with the monthly bills; for payment to be released the Friday after the first Board Meeting of the following month.

- Staff may experience delays of up to 5 weeks if they miss the monthly cutoff – reasons this happen include the timing of the conference/delay in approvals (may have to send request back to originator due to missing documents/incorrect account code/etc.)

Proposed Change

- Process reimbursements weekly with the 'Out of Line' payments, with retroactive board approval
- Processed by Accounts Payable every Thursday, with payments released the following Monday.
- No change in total spending—only the timing of payment.

Key Benefits

- Faster turnaround for staff reimbursements (up to 12 days vs. up to 35 days).
- No extra cost — same budget, just quicker payments.
- Boosts morale — shows staff their time and money are respected, also rids any economic burden on the employee.
- Eliminates confusion over petty cash (has been used for reimbursement due to timing of expense reimbursement process- the changed process will alleviate this occurrence)



Board of Education Decatur Public School District #61

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| Date: July 15, 2025 | Subject: Job Descriptions |
| Initiated By: Monica Wilks, Director of Human Resources | Attachments: Job Descriptions for: <ul style="list-style-type: none">• Secretary to Student Services & Building & Grounds• Secretary to the High School Athletic Directors |
| Reviewed By: Dr. Rochelle Clark, Superintendent | |

BACKGROUND INFORMATION:

Human Resources staff and administrators are updating job descriptions to ensure compliance with state and federal laws, District policies and agreements, and aligning the descriptions with the essential duties and expectations of the positions.

CURRENT CONSIDERATIONS:

The job descriptions listed below have been updated to align the responsibilities and duties with the expectations of the respective positions.

- **Secretary to Student Services & Building & Grounds**
- **Secretary to the High School Athletic Directors**

FINANCIAL CONSIDERATIONS:

These positions are within the current budget.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve these job descriptions as presented.

RECOMMENDED ACTION:

- ☒ Approval
☐ Information
☐ Discussion

BOARD ACTION:_____

TITLE: Secretary to Student Services & Buildings & Grounds

QUALIFICATIONS:

- High School Diploma or equivalent required.
- Excellent computer, record keeping, and organization skills.
- Effective communication and interpersonal skills.
- Ability to work independently, recognize priorities in workload, and shift between tasks as needed.
- Ability to maintain confidentiality

REPORTS TO: Director of Student Services & Director of Buildings & Grounds

JOB GOAL: To support the smooth and efficient operation of Student Services & Buildings and Grounds tasks to maximize positive outcomes for stakeholders.

ESSENTIAL FUNCTIONS:

The following are the essential functions, including but not limited to, the following job duties as assigned:

Student Services:

- Assists the Director of Student Services & Student Services Secretary with implementing district-wide student registration, including student enrollment projections and boundary analysis.
- Assists the Director of Student Services with Magnet school enrollment and maintaining lottery waitlists.
- Compiles, processes, and maintains student information related to centralized student registration.
- Assists in coordinating student requests for transfers.
- Assists in communication with and developing partnerships with local agencies.
- Assists with the processing of expulsion hearings and alternative education requests.
- Maintains records, completes reports, and sustains documents necessary for hearings and alternative education requirements.
- Serves as receptionist in person and by telephone.
- Assists with compiling and distributing payroll information for the office if the Secretary to the Director is absent.
- Assists with completing requisitions for materials and conferences.
- Assists with district registration as needed and assists/supports families who visit the office with their students' needs.

Buildings & Grounds:

- Records buildings and maintenance projects, including records on Life Safety Code work requirements, energy conservation management projects, any other special projects, and work completed.

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- Handles correspondence and other documents for the Director of Buildings and Grounds and maintains appropriate files.

General Secretary duties:

- Maintains liaison with central administration and school offices.
- Composes and distributes memoranda as required or directed.
- Orders, receives, checks, processes, inventories, and distributes materials, supplies, equipment, and mail that pertain to the office.
- Manages confidential correspondence generated from and received into the office.
- Manages databases for various program requirements and prepares necessary reports as directed.
- Assists the Director with creating calendars.
- Assists the Director with budget management.
- Performs other job-related duties, as assigned.
- Assists with maintaining Material Safety Data Sheet files and correspondence.

CLASSIFICATION: C

TERMS:

8 hours per day for 261 in accordance with the Decatur Educational Support Professionals Association (DESPA) collective bargaining agreement.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT:

The conditions herein are representative of those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment

The noise level in the work environment is usually moderate. The job is performed inside under minimal temperature variations and a generally hazard free environment. The noise level in the work environment is usually moderate.

Physical

While performing the duties of this job, the employee is regularly required to use motions with their wrists, hands, and/or fingers, including prolonged use of a computer terminal. The employee is frequently required to sit for prolonged periods, see, talk, and hear. The employee is occasionally required to stand and walk. The employee must frequently lift and/or move up to 20 pounds.

PENDING BOE APPROVAL JULY 15, 2025

Vision

Specific vision abilities required by this job include close vision, depth perception, and the ability to adjust focus with or without correction.

Hearing

The employee is required to hear in the normal audio range, with or without correction.

Mental Demands

While performing the duties of this job, the employee regularly is required to compare, analyze, communicate, coordinate, instruct, synthesize, evaluate, use interpersonal skills, compile, and negotiate. The employee is frequently required to compute. The employee is occasionally required to copy.

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TITLE: Secretary to the High School Athletic Directors

QUALIFICATIONS:

- High school diploma or equivalent.
- Excellent computer, record-keeping, and organizational skills.
- Effective communication and interpersonal skills.
- Ability to work independently, recognize priorities in workload, and shift between tasks as needed.
- Ability to maintain confidentiality.
- Strong organizational and time management skills; ability to manage multiple tasks and meet deadlines.
- Knowledge of high school sports and athletics; familiarity with IHSA athletic rules, regulations, and policies preferred.

REPORTS TO: High School Athletic Directors

JOB GOAL: To support the smooth and efficient operation of high school Athletic programs.

ESSENTIAL FUNCTIONS:

The following are the essential functions, including but not limited to, the following job duties as assigned:

- **Administrative Support:**
 - Manages the athletic director's schedule, handles correspondence, and organizes events.
 - Assists with scheduling athletic events, including tryouts, games, tournaments, and practices.
 - Assists the Athletic Directors with creating athletic event calendars and sharing calendar information with administrators, staff, athletes, and families.
 - Assists with equipment management, distribution, and inventory.
 - Assists the District Athletic Coordinator (as assigned or as needed).
- **Communication:** Serves as a liaison between the athletic directors, principals, students, coaches, parents, and the public.
- **Recordkeeping:**
 - Maintains records related to athlete eligibility, athletic events, and financial matters.
 - Assists the Athletic Director with budget records and expense tracking.
 - Handles paperwork, prepares reports, and assists with other office duties as needed.
- **Travel Support:** Provides support in coordinating travel for athletic directors, coaches, and teams to games and other athletic events.

General Secretary duties:

- Maintains liaison with central administration and school offices.
- Composes and distributes memoranda as required or directed.
- Orders, receives, checks, processes, inventories, and distributes office materials, supplies, equipment, and mail.
- Manages confidential correspondence generated from and received into the office.
- Manages databases for various program requirements and prepares necessary reports as directed.

PENDING BOARD APPROVAL JULY 15, 2025

- Performs other job-related duties, as assigned.
- Receives and processes materials and purchases.
- Assists with processing money collected from athletic events.

CLASSIFICATION: C

TERMS:

8 hours per day for 261 in accordance with the Decatur Educational Support Professionals Association (DESPA) collective bargaining agreement.

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Professional Personnel.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT:

The conditions herein are representative of those that an employee must meet to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment

The noise level in the work environment is usually moderate. The job is performed inside under minimal temperature variations and in a generally hazard-free environment.

Physical

While performing the duties of this job, the employee is regularly required to use motions with their wrists, hands, and/or fingers, including prolonged use of a computer terminal. The employee is frequently required to sit for prolonged periods, see, talk, and hear. The employee is occasionally required to stand and walk. The employee must frequently lift and/or move up to 20 pounds.

Vision

Specific vision abilities required by this job include close vision, depth perception, and the ability to adjust focus with or without correction.

Hearing

The employee is required to hear in the normal audio range, with or without correction.

Mental Demands

While performing the duties of this job, the employee regularly is required to compare, analyze, communicate, coordinate, instruct, synthesize, evaluate, use interpersonal skills, compile, and negotiate. The employee is frequently required to compute. The employee is occasionally required to copy.

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PENDING BOARD APPROVAL JULY 15, 2025



Board of Education Decatur Public School District #61

| | |
|--|---|
| Date: July 15, 2025 | Subject: Personnel Action |
| Initiated By: Monica L Wilks, Director of Human Resources, and the Human Resources Department | Attachments: 6 Pages of Personnel Action |
| Reviewed By: Dr. Rochelle Clark, Superintendent | |

BACKGROUND INFORMATION:

Per Board Policy 5:30: Hiring Process and Criteria – The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School board policy on equal employment opportunities and minority recruitment.

CURRENT CONSIDERATIONS:

All offers of employment are contingent upon the approval of the Board of Education. Accordingly, anyone who is offered and begins employment prior to the approval of the Board of Education understands that they will do so as a substitute. If the approval of the Board of Education is obtained, these substitutes will then be made whole retroactive to their first day of employment.

FINANCIAL CONSIDERATIONS:

These positions are in the budget.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve all Personnel Action Items as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION:_____

To: Board of Education
From: Monica L Wilks, Director of Human Resources
Date: July 3, 2025
Board Date: July 15, 2025
Re: Personnel Action

EMPLOYMENT RECOMMENDATIONS

TEACHERS:

| Name | Position | Effective Date |
|------------------|-------------------------|-----------------|
| Megan Barnett | Agriculture, Eisenhower | August 11, 2025 |
| Kristie Crawford | Grade 4, Dennis | August 11, 2025 |
| Heather Mathias | Grade 4, Baum | August 11, 2025 |
| Beth Poynton | Music, Franklin Grove | August 11, 2025 |
| Roger Punches | Grade 6, Muffley | August 11, 2025 |

ADMINISTRATIVE SUPPORT:

| Name | Position | Effective Date |
|--------------|-------------------------------------|----------------|
| Carrie Hogue | Teaching & Learning Strategist, PDI | July 7, 2025 |
| Cally Jones | Teaching & Learning Strategist, PDI | July 7, 2025 |

OFFICE PERSONNEL:

| Name | Position | Effective Date |
|-------------|--|----------------|
| Tania Manns | Secretary to the Assistant Principal, Ellsworth Dansby | July 7, 2025 |

TEACHING ASSISTANTS:

| Name | Position | Effective Date |
|----------------------|---|----------------|
| Tayler Hayward | Montessori Assistant, Montessori Academy, 6 hours per day | August 8, 2025 |
| Samantha Weiffenbach | Library Assistant, Franklin Grove, 6 hours per day | August 8, 2025 |

EXTENDED DAY:

| Name | Position | Effective Date |
|-----------------|---------------------------------------|----------------|
| Georgina Byars | Non Certified Staff, Baum | August 1, 2025 |
| Alyssa Heise | Non Certified Staff, Muffley | August 1, 2025 |
| Mattie Leonard | Non Certified Staff, Ellsworth Dansby | August 1, 2025 |
| Julie Mathews | Non Certified Staff, Franklin Grove | August 1, 2025 |
| Kara Nihiser | Non Certified Staff, Baum | August 1, 2025 |
| Sheena Schwartz | Non Certified Staff, Ellsworth Dansby | August 1, 2025 |

TRANSFERS**TEACHERS:**

| Name | Position | Effective Date |
|-------------------|---|-----------------|
| Elizabeth Herbord | From SED, SELA to Grade 3, South Shores | August 11, 2025 |

TEACHING ASSISTANTS:

| Name | Position | Effective Date |
|-------------------|--|----------------|
| Katherine Boliard | From Grade 3 Assistant, South Shores, 6 hours per day to 1:1 504 Assistant, Parsons, 6 hours per day | August 8, 2025 |
| James McBride | From Special Ed Assistant, Hope Academy, 6 hours per day to Special Ed Assistant, MacArthur, 6.5 hours per day | August 8, 2025 |

CATEGORY CHANGES:

| Name | Position | Effective Date |
|----------------|---|-----------------|
| Andrea Barry | From Secretary to the Assistant Superintendent of Teaching & Learning, PDI to Administrative Assistant to the Assistant Superintendent(s), Keil | July 7, 2025 |
| Tiffany Miller | From Special Ed Assistant, Parsons to Grade 1 Teacher, Parsons | August 11, 2025 |

| | | |
|-----------------|--|-----------------|
| Harrington Shaw | From 2nd Shift Head Custodian, Stephen Decatur to Custodial Foreman, Buildings & Grounds | July 7, 2025 |
| April Thornton | From Library Assistant, MacArthur to Literacy Specialist (teacher), MacArthur | August 11, 2025 |

RESIGNATIONS

ADMINISTRATOR:

| Name | Position | Effective Date |
|-------------|---------------------------------|----------------|
| Khari Grant | Assistant Principal, Eisenhower | June 30, 2025 |

TEACHERS:

| Name | Position | Effective Date |
|--------------------|-------------------------|----------------|
| Brandy Ray | Grade 5, Dennis | June 23, 2025 |
| Carl Brad Williams | Grade 2, Franklin Grove | June 23, 2025 |

TEACHING ASSISTANT:

| Name | Position | Effective Date |
|---------------|------------------------------------|----------------|
| Alyssa Winter | Special Ed Assistant, Hope Academy | May 22, 2025 |

MAINTENANCE:

| Name | Position | Effective Date |
|---------------|---|----------------|
| Jayden Peeler | Maintenance Worker, Buildings & Grounds | June 27, 2025 |

OUTREACH PERSONNEL:

| Name | Position | Effective Date |
|-----------------|------------------------|----------------|
| Julie Frydenger | Job Coach, Macon Piatt | June 30, 2025 |

EXTENDED DAY:

| Name | Position | Effective Date |
|-------------------|-----------------------|----------------|
| Elizabeth Herbord | Certified Staff, SELA | June 24, 2025 |

| | | |
|------------|--|-------------|
| Linda Tyus | Site Coordinator (Float), Extended Day | May 7, 2025 |
|------------|--|-------------|

RETIREMENT

MAINTENANCE:

| Name | Position | Effective Date |
|--------------|---|-------------------|
| James Brewer | Maintenance Worker, Buildings & Grounds | September 2, 2025 |

COMPENSATION RECOMMENDATIONS:

- The following staff members should be compensated for participating in Quarterly AG on June 25, 2025 at PDI:

| | | | |
|----------------|------------|------------------|------------|
| Scott Davidson | \$6,410.26 | Hannah Sawyer | \$4,670.33 |
| Delia Jackson | \$4,670.33 | Demetra Striglos | \$3,101.85 |
| Kathryn Cole | \$4,166.67 | | |
- The following staff members should be compensated **\$33.00** for participating in ILT/SIP Team Meeting on May 13, 2025 at Parsons:

| | |
|-----------------|---------------|
| Andrea Wakeland | Theresa Tozer |
| Elizabeth Case | |
- The following staff members should be compensated **\$33.00** for participating in ILT/SIP Team Meeting on April 22, 2025 at Parsons:

| | |
|-----------------|----------------|
| Andrea Wakeland | Heather Groves |
| Elizabeth Case | Greg Green |
| Theresa Tozer | |
- The following staff members should be compensated **\$33.00** for participating in MTSS Prep & Plan Meeting on April 3, 2025 at Parsons:

| | |
|------------------|------------------|
| Jaime Goodman | Carrie Sager |
| Olivia Mannlein | Heather Groves |
| C Roxann Kennedy | Kandice Michener |
| Christina Wilen | |
- The following staff members should be compensated **\$33.00** for participating in BIST/SIP Team Meeting on May 12, 2025 at Parsons:

| | |
|------------------|-----------------|
| Carrie Sager | Jaime Goodman |
| Sheree Park | Melissa Goede |
| C Roxann Kennedy | Andrea Wakeland |
| Hannah Bird | |
- The following staff members should be compensated **\$33.00** for participating in BIST/SIP Team Meeting on April 28, 2025 at Parsons:

| | |
|--------------|---------------|
| Carrie Sager | Melissa Goede |
|--------------|---------------|

Sheree Park
C Roxann Kennedy
Jaime Goodman

Lyndsay Lemanczyk
Andrea Wakeland

- The following staff members should be compensated **\$33.00** for participating in BIST/SIP Team Meeting on April 14, 2025 at Parsons:

Carrie Sager
Sheree Park

C Roxann Kennedy
Hannah Bird

- The following staff members should be compensated **\$66.00** for participating in MTSS Prep & Plan Meeting on May 1, 2025 at Parsons:

C Roxann Kennedy
Sheree Park
Heather Groves
Olivia Mannlein

Kandice Michener
Carrie Sager
Courtney Odle

- The following staff members should be compensated for participating in SDMS Summer Camp on June 2-18, 2025 at Stephen Decatur:

| | | | |
|-----------------|------------|----------------|------------|
| Breanna Johnson | \$1,375.00 | Shelleay Green | \$1,100.00 |
|-----------------|------------|----------------|------------|

- The following staff members should be compensated for participating in SDMS Saturday School on March 15 & 22, 2025 at Stephen Decatur:

| | | | |
|----------------|----------|--------------|----------|
| Debbie Boerger | \$198.00 | Kyle Risby | \$150.00 |
| Tyra Pickens | \$198.00 | Marva Wright | \$150.00 |
| Candi Ntsimi | \$150.00 | | |

- The following staff members should be compensated for participating in ELA Pilot Preview on May 7, 2025 at PDI:

| | | | |
|---------------|---------|----------------|---------|
| Ann Downey | \$33.00 | Jaci Cecil | \$33.00 |
| Tess Meinders | \$33.00 | Rachel Roberts | \$33.00 |
| Tammy Carver | \$33.00 | Yolanda Minor | \$66.00 |
| Justin Baer | \$33.00 | | |

- The following staff members should be compensated for participating in ELA Pilot Material Review McGraw-Hill on May 6, 2025 at PDI:

| | | | |
|--------------------|---------|-----------------|---------|
| Carolynn Keizer | \$33.00 | Diane Orr | \$33.00 |
| Leslie Woolsey | \$33.00 | Ashley Robinson | \$33.00 |
| Angela Bryles | \$33.00 | Kyle Cross | \$33.00 |
| Laura Marino | \$33.00 | Jennifer Young | \$33.00 |
| Lyndsay Lemanczyk | \$33.00 | Shelby Hawkshaw | \$33.00 |
| Melissa Prasun | \$33.00 | Matthew Sonder | \$33.00 |
| Megan Noel | \$33.00 | Justin Baer | \$33.00 |
| Linda Stubblefield | \$33.00 | Jessica Janus | \$33.00 |
| Lisa Wherry | \$33.00 | Yolanda Minor | \$66.00 |

- The following staff members should be compensated **\$99.00** for participating in Mentor Academy on June 5, 2025 at PDI:

| | |
|-----------------|--------------------|
| Krystina Pettit | Amanda Reeve |
| Joni Grubbs | Stephanie Martin |
| Kelli Murray | Linda Stubblefield |
| Ashley Knox | Sarah Pritts |
| Nicole Genet | Annell Gibson |
| Tara Pitt | Bobbi Clark |
| Debbie Boerger | Ciara Walker |
| Tami Roberts | Katie Busch |
| Dennis Robinson | Jennifer Morrow |
| Ashley Franklin | Tonyan Young |
| Mattie Canaday | Hannah Lybarger |

- The following staff members should be compensated **\$99.00** for participating in Summer Planning Meeting Grade 1 on June 17, 2025 at Hope Academy:

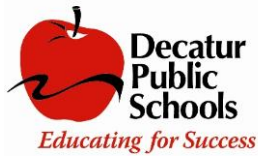
| | |
|--------------|------------|
| Ann Downey | Sara Lowry |
| Marcy Braden | |

- The following staff members should be compensated for participating in Mentor Academy on June 5, 2025 at PDI:

| | | | |
|------------------|---------|----------------|---------|
| Jaclyn Augustine | \$99.00 | Joseph Krouse | \$99.00 |
| Natasha Hamilton | \$73.71 | Samantha Stark | \$99.00 |
| Tamara Stoneburg | \$99.00 | Atalece Bird | \$99.00 |
| Ashley Major | \$99.00 | Angel Allen | \$99.00 |

- The following staff member should be compensated **\$4,000.00** for the X-Step for his years of service to Decatur Public Schools:

James Brewer



Board of Education Decatur Public School District #61

| | |
|---|---|
| Date: July 15, 2025 | Subject: Macon-Piatt Special Education District Tentative Budget for FY26 and Set Public Hearing |
| Initiated By: Kathy Horath, Director of Macon-Piatt Special Education | Attachments: Macon-Piatt Special Education Tentative Budget and Budget Presentation |
| Reviewed By: Cheyanne Patterson, Accounting and Auditing Administrator, Dr. Mike Curry, Chief Operational Officer and Dr. Rochelle Clark, Superintendent | |

BACKGROUND INFORMATION:

The Macon-Piatt Special Education District budget is developed to provide services for students with special needs within the twelve cooperative school districts. There are approximately 3,100 students with special needs being served throughout the cooperative. Eligible students are offered a variety of programs and services to ensure access to a free and appropriate public education in the least restrictive environment.

CURRENT CONSIDERATIONS:

The tentative budget amounts are projections for revenue and expenditures for the 2025-2026 fiscal year. The Macon-Piatt Special Education District Tentative FY26 Budget will be available for review at the Macon-Piatt Administrative Office, the Keil Building, and on the MPSED website for 30 days beginning Wednesday, July 16, 2026.

FINANCIAL CONSIDERATIONS:

The FY26 budget reflects the anticipated operating cost for the Macon-Piatt Special Education District.

STAFF RECOMMENDATION:

The Administration respectfully request the Board of Education approve to accept the Tentative Fiscal Year 2025-26 (FY26) Budget for Macon-Piatt Special Education District as presented and set a Public Hearing Date for Tuesday, August 19, 2025.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

Macon-Piatt Special Education District

FY26 Tentative Budget

**Board of Education Meeting
July 15, 2025**

Revenue by Source

| Revenue | 24-25 Budget | 25-26 Proposed Budget |
|-------------|--------------|-----------------------|
| Tuition | \$18,576,788 | \$20,631,825 |
| State (EBF) | \$1,433,228 | \$1,433,228 |
| Federal | \$1,208,717 | \$1,193,200 |
| Other | \$273,782 | \$300,000 |
| Total | \$21,488,323 | \$23,558,253 |

Expenditures

| Expenditures | 24-25 Budget | 25-26 Proposed Budget |
|---------------------------|--------------|-----------------------|
| Salaries | \$13,769,033 | \$13,990,288 |
| Employee Benefits | \$4,748,895 | \$5,262,900 |
| Purchased Services | \$1,258,471 | \$956,395 |
| Supplies and Materials | \$287,802 | \$216,670 |
| Capital Outlay | \$266,600 | \$22,600 |
| Other (including tuition) | \$1,213,500 | \$3,013,100 |
| Non-Capitalized Equipment | \$57,800 | \$96,300 |
| Total Expenditures | \$21,602,101 | \$23,558,253 |

Notable Differences by Program

| Program | Budget Difference | Explanation |
|------------------------------|-------------------|---|
| Hearing Program | -\$179,469 | One teacher retiring, not replacing, reduced 1 interpreter |
| Social-Emotional Development | -153,494 | Closed the SELA transition room |
| Elementary Cross-Cat | \$433,210 | Additional TAs were needed for specific student needs |
| Essential Skills | \$313,091 | Added 2 Teachers and 2 TAs for student needs |
| Fee for Service | \$1,707,790 | Increased tuition to private placements as demand increased |
| Life Skills | \$128,556 | Added two positions for student needs |

Questions?

Thank-you!

2025-2026 BUDGET SUMMARY

ALL FUNDS

| | FUND BALANCE 6/30/2024 | PRE AUDIT FUND BALANCE 6/30/2025 | 2025-2026 BUDGET REVENUE | 2025-2026 BUDGET EXPENDITURES | 2025-2026 BUDGET NET | ESTIMATED FUND BALANCE 6/30/2026 |
|-----------------------------|------------------------------|---|--------------------------------|-------------------------------------|----------------------------|--|
| MACON-PIATT SPECIAL ED DIST | <u>\$ 7,445,942</u> | <u>\$ 6,588,230</u> | <u>\$ 23,558,253</u> | <u>\$ 23,558,253</u> | <u>\$ -</u> | <u>\$ 6,588,230</u> |

MACON PIATT SPECIAL EDUCATION DISTRICT

| | | 21-22 | 22-23 | 23-24 | 24-25 | 25-26 |
|------------------------------|------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | ACTUAL | ACTUAL | ACTUAL | BUDGET | BUDGET |
| REVENUE | | | | | | |
| Tuition | | \$ 16,136,937 | \$ 14,229,126 | \$ 16,207,611 | \$ 18,572,596 | \$ 20,631,825 |
| State Aid | | 1,466,137 | 1,402,401 | 1,402,402 | 1,433,228 | 1,433,228 |
| Federal Aid | | 1,045,313 | 1,486,785 | 1,319,413 | 1,208,717 | 1,193,200 |
| Other | | 380,641 | 519,441 | 375,590 | 273,782 | 300,000 |
| TOTAL REVENUE | | \$ 19,029,028 | \$ 17,637,753 | \$ 19,118,498 | \$ 21,488,323 | \$ 23,558,253 |
| EXPENDITURES | | | | | | |
| By Object: | | | | | | |
| Salaries | | \$ 11,084,594 | \$ 11,363,752 | \$ 11,991,529 | \$ 13,769,033 | \$ 13,990,288 |
| Employee Benefits | | 3,708,763 | 3,768,158 | 3,580,289 | 4,748,895 | 5,262,900 |
| Purchased Services | | 983,000 | 1,243,969 | 1,077,513 | 1,258,471 | 956,395 |
| Supplies & Materials | | 172,396 | 286,359 | 242,162 | 287,802 | 216,670 |
| Capital Outlay | | - | 22,168 | 31,541 | 266,600 | 22,600 |
| Other (including tuition) | | 745,813 | 942,024 | 1,781,533 | 1,213,500 | 3,013,100 |
| Non-Capitalized Equipment | | 11,010 | 44,191 | 33,517 | 57,800 | 96,300 |
| Termination Benefits | | 24,203 | 2,057 | - | - | - |
| TOTAL EXPENDITURES | | \$ 16,729,778 | \$ 17,672,677 | \$ 19,861,537 | \$ 21,602,101 | \$ 23,558,253 |
| By Program: | | | | | | |
| Administrative | (0810, 4625) | \$ 2,331,999 | \$ 2,991,945 | \$ 2,708,875 | \$ 2,734,699 | \$ 2,779,135 |
| Administration Support | (0880) | 1,953,505 | 1,854,641 | 2,165,529 | 2,513,644 | 2,535,632 |
| Visually Impaired | (0811) | 427,105 | 443,567 | 437,637 | 513,538 | 574,491 |
| Hearing Impaired | (0812) | 397,400 | 422,672 | 422,375 | 624,748 | 452,277 |
| SED | (0815) | 1,445,752 | 942,764 | 1,060,881 | 1,181,868 | 1,028,372 |
| Early Childhood | (0820) | 1,090,595 | 1,104,977 | 1,226,664 | 1,536,330 | 1,584,024 |
| Alternative Program | (0844) | 1,232,533 | 1,426,914 | 1,856,629 | 2,263,248 | 2,308,737 |
| Life Skills | (0870) | 3,015,619 | 3,203,718 | 3,199,764 | 3,422,307 | 3,548,523 |
| Essential Skills | (0871) | 1,740,355 | 1,749,582 | 1,582,449 | 2,113,440 | 2,398,122 |
| Elevating Educators | (4985) | - | - | 24,237 | 148,782 | 148,782 |
| Medicaid | (0855) | 874,786 | 942,515 | 1,723,414 | 1,558,341 | 3,274,224 |
| ORS-STEP/Work Study | (0879) | 78,603 | 86,486 | 111,055 | 192,523 | 195,355 |
| ESSER III | (0849) | 109,328 | 28,798 | 15,517 | 26,840 | - |
| IDEA-B | (0850,0851,0852) | 152,595 | 107,415 | 108,876 | 106,605 | 107,711 |
| IDEA-PS | (0869) | - | - | - | - | - |
| Summer Programs | (0858) | 140,008 | 160,743 | 137,441 | 35,240 | 35,240 |
| Decatur Social Workers | (0809) | 157,965 | 189,019 | 141,097 | 134,560 | 86,693 |
| Decatur Elementary Cross Cat | (0841) | 881,115 | 1,298,979 | 1,173,785 | 1,492,828 | 1,926,038 |
| Decatur Secondary Cross Cat | (0843) | 522,185 | 520,790 | 422,895 | 785,154 | 788,851 |
| Argenta/Oreana Local Costs | (0901) | - | - | - | - | - |
| Maroa/Forsyth Local Costs | (0904) | - | - | - | - | - |
| Sangamon Valley Local Costs | (0907) | 84,418 | 92,887 | 99,022 | 101,469 | 103,355 |
| Monticello Local Costs | (0915) | - | - | - | - | - |
| Meridian Local Costs | (0923) | 93,911 | 104,265 | 109,260 | 115,937 | 122,270 |
| TOTAL EXPENDITURES | | \$ 16,729,778 | \$ 17,672,677 | \$ 19,861,537 | \$ 21,602,101 | \$ 23,997,832 |

District Type:

☐ School District
☒ Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2025 - June 30, 2026

Accounting Basis:

☒ Cash
☐ Accrual

Is this an amended budget? No

Date of Amended Budget: _____
(MM/DD/YY)

District Name: Macon-Piatt Spec Educ Jnt Agr

District RCDT No: 39055061061

Deficit Reduction Plan is not required

If your FY2025 AFR states that you need to do a deficit reduction plan and your FY2026 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of Macon-Piatt Spec Educ Jnt Agr, County of Macon,
State of Illinois, for the Fiscal Year beginning July 1, 2025 and ending June 30, 2026.

WHEREAS the Board of Education of Macon-Piatt Spec Educ Jnt Agr,
County of Macon, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary
of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on the 19 day of August, 2025,
notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be
beginning July 1, 2025 and ending June 30, 2026.

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, and expenditures from each be
and the same is hereby adopted as the budget of this school district for said fiscal year.

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this _____ day of _____, 20____
by a roll call vote of _____ Yeas, and _____ Nays, to wit:

| ** MEMBERS VOTING YEA: | ** MEMBERS VOTING NAY: |
|------------------------|------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code.

** Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.

- (1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).
- (2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted through IWAS: <https://apps.isbe.net/iwas/asp/login.asp?is=true>

Please type the member signatures before submitting to ISBE. We do not accept PDF copies.

| | A | B | C | D | E | F | G | H | I | J | K | L |
|----|--|--------|---------------------|----------------------------------|----------------------|------------------------|---|--------------------------|----------------------|--------------|----------------------------------|---|
| 1 | Begin entering data on EstRev 6-11 and EstExp 12-20 tabs. | | | | | | | | | | | |
| 2 | Description: Enter Whole Numbers Only | Acct # | (10) Educational | (20) Operations & Maintenance | (30) Debt Service | (40) Transportation | (50) Municipal Retirement/ Social Security | (60) Capital Projects | (70) Working Cash | (80) Tort | (90) Fire Prevention & Safety | |
| 3 | ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds) ¹ as of July 1, 2025 | | 6,588,230 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 4 | RECEIPTS/REVENUES (without Student Activity Funds) | | | | | | | | | | | |
| 5 | LOCAL SOURCES | 1000 | 20,931,825 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 6 | FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT | 2000 | 0 | 0 | | 0 | 0 | | | | | |
| 7 | STATE SOURCES | 3000 | 1,433,228 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 8 | FEDERAL SOURCES | 4000 | 1,193,200 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 9 | Total Direct Receipts/Revenues ⁸ | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 10 | Receipts/Revenues for "On Behalf" Payments ² | 3998 | | | | | | | | | | |
| 11 | Total Receipts/Revenues | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 12 | DISBURSEMENTS/EXPENDITURES (without Student Activity Funds) | | | | | | | | | | | |
| 13 | INSTRUCTION | 1000 | 16,562,858 | | | | 0 | | | 0 | | |
| 14 | SUPPORT SERVICES | 2000 | 6,788,289 | 0 | | 0 | 0 | 0 | | 0 | 0 | |
| 15 | COMMUNITY SERVICES | 3000 | 131,106 | 0 | | 0 | 0 | | | 0 | | |
| 16 | PAYMENTS TO OTHER DISTRICTS & GOVT UNITS | 4000 | 76,000 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | |
| 17 | DEBT SERVICES | 5000 | 0 | 0 | 0 | 0 | 0 | | | 0 | 0 | |
| 18 | PROVISION FOR CONTINGENCIES | 6000 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | |
| 19 | Total Direct Disbursements/Expenditures ⁹ | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | |
| 20 | Disbursements/Expenditures for "On Behalf" Payments ² | 4180 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | |
| 21 | Total Disbursements/Expenditures | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | |
| 22 | Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 23 | OTHER SOURCES/USES OF FUNDS | | | | | | | | | | | |
| 24 | OTHER SOURCES OF FUNDS (7000) | | | | | | | | | | | |
| 25 | PERMANENT TRANSFER FROM VARIOUS FUNDS | | | | | | | | | | | |
| 26 | Abolishment the Working Cash Fund ¹⁶ | 7110 | | | | | | | | | | |
| 27 | Abatement of the Working Cash Fund ¹⁶ | 7110 | | | | | | | | | | |
| 28 | Transfer of Working Cash Fund Interest | 7120 | | | | | | | | | | |
| 29 | Transfer Among Funds | 7130 | | | | | | | | | | |
| 30 | Transfer of Interest | 7140 | | | | | | | | | | |
| 31 | Transfer from Capital Projects Fund to O&M Fund | 7150 | | 0 | | | | | | | | |
| 32 | Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund | 7160 | | 0 | | | | | | | | |
| 33 | Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund | 7170 | | | 0 | | | | | | | |
| 34 | SALE OF BONDS (7200) | | | | | | | | | | | |
| 35 | Principal on Bonds Sold ⁴ | 7210 | | | | | | | | | | |
| 36 | Premium on Bonds Sold | 7220 | | | | | | | | | | |
| 37 | Accrued Interest on Bonds Sold | 7230 | | | | | | | | | | |
| 38 | Sale or Compensation for Fixed Assets ⁵ | 7300 | | | | | | | | | | |
| 39 | Transfer to Debt Service to Pay Principal on Leases | 7400 | | | 0 | | | | | | | |
| 40 | Transfer to Debt Service to Pay Interest on Leases | 7500 | | | 0 | | | | | | | |
| 41 | Transfer to Debt Service Fund to Pay Principal on Revenue Bonds | 7600 | | | 0 | | | | | | | |
| 42 | Transfer to Debt Service Fund to Pay Interest on Revenue Bonds | 7700 | | | 0 | | | | | | | |
| 43 | Transfer to Capital Projects Fund | 7800 | | | | | | 0 | | | | |
| 44 | ISBE Loan Proceeds | 7900 | | | | | | | | | | |
| 45 | Other Sources Not Classified Elsewhere | 7990 | | | | | | | | | | |
| 46 | Total Other Sources of Funds ⁸ | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

| | A | B | C | D | E | F | G | H | I | J | K | L |
|----|--|--------|---------------------|----------------------------------|----------------------|------------------------|---|--------------------------|----------------------|--------------|----------------------------------|---|
| 1 | <i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i> | | | | | | | | | | | |
| 2 | Description: Enter Whole Numbers Only | Acct # | (10) Educational | (20) Operations & Maintenance | (30) Debt Service | (40) Transportation | (50) Municipal Retirement/ Social Security | (60) Capital Projects | (70) Working Cash | (80) Tort | (90) Fire Prevention & Safety | |
| 47 | OTHER USES OF FUNDS (8000) | | | | | | | | | | | |
| 49 | TRANSFER TO VARIOUS OTHER FUNDS (8100) | | | | | | | | | | | |
| 50 | Abolishment or Abatement of the Working Cash Fund ¹⁶ | 8110 | | | | | | | 0 | | | |
| 51 | Transfer of Working Cash Fund Interest | 8120 | | | | | | | 0 | | | |
| 52 | Transfer Among Funds | 8130 | | | | | | | | | | |
| 53 | Transfer of Interest ⁶ | 8140 | | | | | | | | | | |
| 54 | Transfer from Capital Projects Fund to O&M Fund | 8150 | | | | | | | | | | |
| 55 | Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund | 8160 | | | | | | | | | | |
| 56 | Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and Int Proceeds to Debt Service Fund | 8170 | | | | | | | | | | |
| 57 | Taxes Pledged to Pay Principal on Leases | 8410 | | | | | | | | | | |
| 58 | Grants/Reimbursements Pledged to Pay Principal on Leases | 8420 | | | | | | | | | | |
| 59 | Other Revenues Pledged to Pay Principal on Leases | 8430 | | | | | | | | | | |
| 60 | Fund Balance Transfers Pledged to Pay Principal on Leases | 8440 | | | | | | | | | | |
| 61 | Taxes Pledged to Pay Interest on Leases | 8510 | | | | | | | | | | |
| 62 | Grants/Reimbursements Pledged to Pay Interest on Leases | 8520 | | | | | | | | | | |
| 63 | Other Revenues Pledged to Pay Interest on Leases | 8530 | | | | | | | | | | |
| 64 | Fund Balance Transfers Pledged to Pay Interest on Leases | 8540 | | | | | | | | | | |
| 65 | Taxes Pledged to Pay Principal on Revenue Bonds | 8610 | | | | | | | | | | |
| 66 | Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds | 8620 | | | | | | | | | | |
| 67 | Other Revenues Pledged to Pay Principal on Revenue Bonds | 8630 | | | | | | | | | | |
| 68 | Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds | 8640 | | | | | | | | | | |
| 69 | Taxes Pledged to Pay Interest on Revenue Bonds | 8710 | | | | | | | | | | |
| 70 | Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds | 8720 | | | | | | | | | | |
| 71 | Other Revenues Pledged to Pay Interest on Revenue Bonds | 8730 | | | | | | | | | | |
| 72 | Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds | 8740 | | | | | | | | | | |
| 73 | Taxes Transferred to Pay for Capital Projects | 8810 | | | | | | | | | | |
| 74 | Grants/Reimbursements Pledged to Pay for Capital Projects | 8820 | | | | | | | | | | |
| 75 | Other Revenues Pledged to Pay for Capital Projects | 8830 | | | | | | | | | | |
| 76 | Fund Balance Transfers Pledged to Pay for Capital Projects | 8840 | | | | | | | | | | |
| 77 | Transfer to Debt Service Fund to Pay Principal on ISBE Loans | 8910 | | | | | | | | | | |
| 78 | Other Uses Not Classified Elsewhere | 8990 | | | | | | | | | | |
| 79 | Total Other Uses of Funds ⁹ | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 80 | Total Other Sources/Uses of Fund | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 81 | ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2026 | | 6,588,230 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 82 | | | | | | | | | | | | |
| 83 | Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2025 | | 3,238 | | | | | | | | | |
| 84 | RECEIPTS/REVENUES (For Student Activity Funds) | | | | | | | | | | | |
| 85 | Total Student Activity Direct Receipts/Revenues (Local Sources) | 1799 | 0 | | | | | | | | | |
| 86 | DISBURSEMENTS/EXPENDITURES (For Student Activity Funds) | | | | | | | | | | | |
| 87 | Total Student Activity Direct Disbursements/Expenditures | 1999 | 0 | | | | | | | | | |
| 88 | Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures | | 0 | | | | | | | | | |
| 89 | Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2026 | | 3,238 | | | | | | | | | |
| 90 | | | | | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J | K | L |
|-----|--|--------|---------------------|----------------------------------|----------------------|------------------------|---|--------------------------|----------------------|--------------|----------------------------------|-----------------|
| 1 | Begin entering data on EstRev 6-11 and EstExp 12-20 tabs. | | | | | | | | | | | |
| 2 | Description: Enter Whole Numbers Only | Acct # | (10) Educational | (20) Operations & Maintenance | (30) Debt Service | (40) Transportation | (50) Municipal Retirement/ Social Security | (60) Capital Projects | (70) Working Cash | (80) Tort | (90) Fire Prevention & Safety | |
| 91 | Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2025 | | 6,591,468 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 92 | RECEIPTS/REVENUES (All Sources with Student Activity Funds) | | | | | | | | | | | |
| 93 | LOCAL SOURCES | 1000 | 20,931,825 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 94 | FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT | 2000 | 0 | 0 | | 0 | 0 | | | | | |
| 95 | STATE SOURCES | 3000 | 1,433,228 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 96 | FEDERAL SOURCES | 4000 | 1,193,200 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 97 | Total Direct Receipts/Revenues ⁸ | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 98 | Receipts/Revenues for "On Behalf" Payments ² | 3998 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | |
| 99 | Total Receipts/Revenues | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 100 | DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds) | | | | | | | | | | | |
| 101 | INSTRUCTION | 1000 | 16,562,858 | | | | 0 | | | 0 | | |
| 102 | SUPPORT SERVICES | 2000 | 6,788,289 | 0 | | 0 | 0 | 0 | | 0 | 0 | |
| 103 | COMMUNITY SERVICES | 3000 | 131,106 | 0 | | 0 | 0 | | | 0 | | |
| 104 | PAYMENTS TO OTHER DISTRICTS & GOVT UNITS | 4000 | 76,000 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | |
| 105 | DEBT SERVICES | 5000 | 0 | 0 | 0 | 0 | 0 | | | 0 | 0 | |
| 106 | PROVISION FOR CONTINGENCIES | 6000 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | |
| 107 | Total Direct Disbursements/Expenditures ⁹ | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | |
| 108 | Disbursements/Expenditures for "On Behalf" Payments ² | 4180 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | |
| 109 | Total Disbursements/Expenditures | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | |
| 110 | Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 111 | OTHER SOURCES/USES OF FUNDS | | | | | | | | | | | |
| 112 | OTHER SOURCES OF FUNDS (7000) | | | | | | | | | | | |
| 113 | Total Other Sources of Funds ⁸ | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 114 | OTHER USES OF FUNDS (8000) | | | | | | | | | | | |
| 116 | Total Other Uses of Funds ⁹ | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 117 | Total Other Sources/Uses of Fund | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 118 | ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2026 | | 6,591,468 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 119 | | | | | | | | | | | | |
| 120 | SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object) | | | | | | | | | | | |
| 121 | Description | Acct # | (10) Educational | (20) Operations & Maintenance | (30) Debt Service | (40) Transportation | (50) Municipal Retirement/ Social Security | (60) Capital Projects | (70) Working Cash | (80) Tort | (90) Fire Prevention & Safety | Total By Object |
| 122 | Object Name | | | | | | | | | | | |
| 124 | Salaries | 100 | 13,990,288 | 0 | | 0 | | 0 | | 0 | 0 | 13,990,288 |
| 125 | Employee Benefits | 200 | 5,262,900 | 0 | | 0 | 0 | 0 | | 0 | 0 | 5,262,900 |
| 126 | Purchased Services | 300 | 956,395 | 0 | 0 | 0 | | 0 | | 0 | 0 | 956,395 |
| 127 | Supplies & Materials | 400 | 216,670 | 0 | | 0 | | 0 | | 0 | 0 | 216,670 |
| 128 | Capital Outlay | 500 | 22,600 | 0 | | 0 | | 0 | | 0 | 0 | 22,600 |
| 129 | Other Objects | 600 | 3,013,100 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 3,013,100 |
| 130 | Non-Capitalized Equipment | 700 | 96,300 | 0 | | 0 | | 0 | | 0 | 0 | 96,300 |
| 131 | Termination Benefits | 800 | 0 | 0 | | 0 | | | | 0 | | 0 |
| 132 | Total Expenditures | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 23,558,253 |

| | A | B | C | D | E | F | G | H | I | J | K |
|----|--|--------|-------------|--------------------------|--------------|----------------|---------------------------------------|------------------|--------------|------|--------------------------|
| 1 | | | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) |
| 2 | Description: Enter Whole Numbers Only | Acct # | Educational | Operations & Maintenance | Debt Service | Transportation | Municipal Retirement/ Social Security | Capital Projects | Working Cash | Tort | Fire Prevention & Safety |
| 3 | BEGINNING CASH BALANCE ON HAND (without Student Activity Funds) ⁷ as of July 1, 2025 | | 6,588,230 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | Total Direct Receipts & Other Sources ⁸ | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | OTHER RECEIPTS | | | | | | | | | | |
| 6 | Interfund Loans Payable (Loans from Other Funds) | 411 | | | | | | | | | |
| 7 | Interfund Loans Receivable (Repayment of Loans) | 141 | | | | | | | | | |
| 8 | Notes and Warrants Payable | 433 | | | | | | | | | |
| 9 | Other Current Assets | 199 | | | | | | | | | |
| 10 | Total Other Receipts | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | Total Direct Receipts, Other Sources, & Other Receipts | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | Total Amount Available | | 30,146,483 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 13 | Total Direct Disbursements & Other Uses ⁹ | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 14 | OTHER DISBURSEMENTS | | | | | | | | | | |
| 15 | Interfund Loans Receivable (Loans to Other Funds) ¹⁰ | 141 | | | | | | | | | |
| 16 | Interfund Loans Payable (Repayment of Loans) | 411 | | | | | | | | | |
| 17 | Notes and Warrants Payable | 433 | | | | | | | | | |
| 18 | Other Current Liabilities | 499 | | | | | | | | | |
| 19 | Total Other Disbursements | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20 | Total Direct Disbursements, Other Uses, & Other Disbursements | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2026 | | 6,588,230 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | | | | | | | | | | | |
| 23 | Activity Funds BEGINNING CASH BALANCE ON HAND ⁷ as of July 1, 2025 | | 3,238 | | | | | | | | |
| 24 | Total Direct Receipts & Other Sources ⁸ | | 0 | | | | | | | | |
| 25 | Total Amount Available | | 3,238 | | | | | | | | |
| 26 | Total Direct Disbursements & Other Uses ⁹ | | 0 | | | | | | | | |
| 27 | Activity funds ENDING CASH BALANCE ON HAND ⁷ as of June 30, 2026 | | 3,238 | | | | | | | | |
| 28 | | | | | | | | | | | |
| 29 | Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds) ⁷ as of July 1, 2025 | | 6,591,468 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 30 | Total Direct Receipts & Other Sources ⁸ | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 31 | Total Other Receipts | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 32 | Total Direct Receipts, Other Sources, & Other Receipts | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 33 | Total Amount Available | | 30,149,721 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 34 | Total Direct Disbursements & Other Uses ⁹ | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 35 | Total Other Disbursements | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 36 | Total Direct Disbursements, Other Uses, & Other Disbursements | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 37 | Total ENDING CASH BALANCE ON HAND (with Student Activity Funds) ⁷ as of June 30, 2026 | | 6,591,468 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K |
|----|---|--------|-------------|--------------------------|--------------|----------------|---------------------------------------|------------------|--------------|------|--------------------------|
| 1 | | | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) |
| 2 | Description: Enter Whole Numbers Only | Acct # | Educational | Operations & Maintenance | Debt Service | Transportation | Municipal Retirement/ Social Security | Capital Projects | Working Cash | Tort | Fire Prevention & Safety |
| 3 | RECEIPTS/REVENUES FROM LOCAL SOURCES (1000) | | | | | | | | | | |
| 4 | AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY | 1100 | | | | | | | | | |
| 5 | Designated Purposes Levies ¹¹ (1110-1120) | - | | | | | | | | | |
| 6 | Leasing Purposes Levy ¹² | 1130 | | | | | | | | | |
| 7 | Special Education Purposes Levy | 1140 | | | | | | | | | |
| 8 | FICA and Medicare Only Levies | 1150 | | | | | | | | | |
| 9 | Area Vocational Construction Purposes Levy | 1160 | | | | | | | | | |
| 10 | Summer School Purposes Levy | 1170 | | | | | | | | | |
| 11 | Other Tax Levies (Describe & Itemize) | 1190 | | | | | | | | | |
| 12 | Total Ad Valorem Taxes Levied by District | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 13 | PAYMENTS IN LIEU OF TAXES | 1200 | | | | | | | | | |
| 14 | Mobile Home Privilege Tax | 1210 | | | | | | | | | |
| 15 | Payments from Local Housing Authority | 1220 | | | | | | | | | |
| 16 | Corporate Personal Property Replacement Taxes ¹³ | 1230 | | | | | | | | | |
| 17 | Other Payments in Lieu of Taxes (Describe & Itemize) | 1290 | | | | | | | | | |
| 18 | Total Payments in Lieu of Taxes | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19 | TUITION | 1300 | | | | | | | | | |
| 20 | Regular Tuition from Pupils or Parents (In State) | 1311 | | | | | | | | | |
| 21 | Regular Tuition from Other Districts (In State) | 1312 | | | | | | | | | |
| 22 | Regular Tuition from Other Sources (In State) | 1313 | | | | | | | | | |
| 23 | Regular Tuition from Other Sources (Out of State) | 1314 | | | | | | | | | |
| 24 | Summer School Tuition from Pupils or Parents (In State) | 1321 | | | | | | | | | |
| 25 | Summer School Tuition from Other Districts (In State) | 1322 | | | | | | | | | |
| 26 | Summer School Tuition from Other Sources (In State) | 1323 | | | | | | | | | |
| 27 | Summer School Tuition from Other Sources (Out of State) | 1324 | | | | | | | | | |
| 28 | CTE Tuition from Pupils or Parents (In State) | 1331 | | | | | | | | | |
| 29 | CTE Tuition from Other Districts (In State) | 1332 | | | | | | | | | |
| 30 | CTE Tuition from Other Sources (In State) | 1333 | | | | | | | | | |
| 31 | CTE Tuition from Other Sources (Out of State) | 1334 | | | | | | | | | |
| 32 | Special Education Tuition from Pupils or Parents (In State) | 1341 | | | | | | | | | |
| 33 | Special Education Tuition from Other Districts (In State) | 1342 | 20,631,825 | | | | | | | | |
| 34 | Special Education Tuition from Other Sources (In State) | 1343 | | | | | | | | | |
| 35 | Special Education Tuition from Other Sources (Out of State) | 1344 | | | | | | | | | |
| 36 | Adult Tuition from Pupils or Parents (In State) | 1351 | | | | | | | | | |
| 37 | Adult Tuition from Other Districts (In State) | 1352 | | | | | | | | | |
| 38 | Adult Tuition from Other Sources (In State) | 1353 | | | | | | | | | |
| 39 | Adult Tuition from Other Sources (Out of State) | 1354 | | | | | | | | | |
| 40 | Total Tuition | | 20,631,825 | | | | | | | | |
| 41 | TRANSPORTATION FEES | 1400 | | | | | | | | | |
| 42 | Regular Transportation Fees from Pupils or Parents (In State) | 1411 | | | | | | | | | |
| 43 | Regular Transportation Fees from Other Districts (In State) | 1412 | | | | | | | | | |
| 44 | Regular Transportation Fees from Other Sources (In State) | 1413 | | | | | | | | | |
| 45 | Regular Transportation Fees from Co-curricular Activities (In State) | 1415 | | | | | | | | | |
| 46 | Regular Transportation Fees from Other Sources (Out of State) | 1416 | | | | | | | | | |
| 47 | Summer School Transportation Fees from Pupils or Parents (In State) | 1421 | | | | | | | | | |
| 48 | Summer School Transportation Fees from Other Districts (In State) | 1422 | | | | | | | | | |
| 49 | Summer School Transportation Fees from Other Sources (In State) | 1423 | | | | | | | | | |
| 50 | Summer School Transportation Fees from Other Sources (Out of State) | 1424 | | | | | | | | | |
| 51 | CTE Transportation Fees from Pupils or Parents (In State) | 1431 | | | | | | | | | |
| 52 | CTE Transportation Fees from Other Districts (In State) | 1432 | | | | | | | | | |
| 53 | CTE Transportation Fees from Other Sources (In State) | 1433 | | | | | | | | | |
| 54 | CTE Transportation Fees from Other Sources (Out of State) | 1434 | | | | | | | | | |
| 55 | Special Education Transportation Fees from Pupils or Parents (In State) | 1441 | | | | | | | | | |
| 56 | Special Education Transportation Fees from Other Districts (In State) | 1442 | | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|--|-------------|-------------|--------------------------|--------------|----------------|---------------------------------------|------------------|--------------|------|--------------------------|
| 1 | | | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) |
| 2 | Description: Enter Whole Numbers Only | Acct # | Educational | Operations & Maintenance | Debt Service | Transportation | Municipal Retirement/ Social Security | Capital Projects | Working Cash | Tort | Fire Prevention & Safety |
| 57 | Special Education Transportation Fees from Other Sources (In State) | 1443 | | | | | | | | | |
| 58 | Special Education Transportation Fees from Other Sources (Out of State) | 1444 | | | | | | | | | |
| 59 | Adult Transportation Fees from Pupils or Parents (In State) | 1451 | | | | | | | | | |
| 60 | Adult Transportation Fees from Other Districts (In State) | 1452 | | | | | | | | | |
| 61 | Adult Transportation Fees from Other Sources (In State) | 1453 | | | | | | | | | |
| 62 | Adult Transportation Fees from Other Sources (Out of State) | 1454 | | | | | | | | | |
| 63 | Total Transportation Fees | | | | | 0 | | | | | |
| 64 | EARNINGS ON INVESTMENTS | 1500 | | | | | | | | | |
| 65 | Interest on Investments | 1510 | | | | | | | | | |
| 66 | Gain or Loss on Sale of Investments | 1520 | | | | | | | | | |
| 67 | Unrealized Gain or Loss on Investments | 1530 | | | | | | | | | |
| 68 | Total Earnings on Investments | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 69 | FOOD SERVICE | 1600 | | | | | | | | | |
| 70 | Sales to Pupils - Lunch | 1611 | | | | | | | | | |
| 71 | Sales to Pupils - Breakfast | 1612 | | | | | | | | | |
| 72 | Sales to Pupils - A la Carte | 1613 | | | | | | | | | |
| 73 | Sales to Pupils - Other (Describe & Itemize) | 1614 | | | | | | | | | |
| 74 | Sales to Adults | 1620 | | | | | | | | | |
| 75 | Other Food Service (Describe & Itemize) | 1690 | | | | | | | | | |
| 76 | Total Food Service | | 0 | | | | | | | | |
| 77 | DISTRICT/SCHOOL ACTIVITY INCOME | 1700 | | | | | | | | | |
| 78 | Admissions - Athletic | 1711 | | | | | | | | | |
| 79 | Admissions - Other | 1719 | | | | | | | | | |
| 80 | Fees | 1720 | | | | | | | | | |
| 81 | Book Store Sales | 1730 | | | | | | | | | |
| 82 | Other District/School Activity Revenue (Describe & Itemize) | 1790 | | | | | | | | | |
| 83 | Student Activity Fund Revenues | 1799 | | | | | | | | | |
| 84 | Total District/School Activity Income (without Student Activity Funds 1799) | | 0 | 0 | | | | | | | |
| 85 | Total District/School Activity Income (with Student Activity Funds 1799) | | 0 | | | | | | | | |
| 86 | TEXTBOOK INCOME | 1800 | | | | | | | | | |
| 87 | Textbook Rentals - Regular Textbooks | 1811 | | | | | | | | | |
| 88 | Textbook Rentals - Summer School Textbooks | 1812 | | | | | | | | | |
| 89 | Textbook Rentals - Adult/Continuing Education Textbooks | 1813 | | | | | | | | | |
| 90 | Textbook Rentals - Other (Describe & Itemize) | 1819 | | | | | | | | | |
| 91 | Textbook Sales - Regular Textbooks | 1821 | | | | | | | | | |
| 92 | Textbook Sales - Summer School | 1822 | | | | | | | | | |
| 93 | Textbook Sales - Adult/Continuing Education | 1823 | | | | | | | | | |
| 94 | Textbook Sales - Other (Describe & Itemize) | 1829 | | | | | | | | | |
| 95 | Other Textbook Income (Describe & Itemize) | 1890 | | | | | | | | | |
| 96 | Total Textbooks | | 0 | | | | | | | | |
| 97 | OTHER REVENUE FROM LOCAL SOURCES | 1900 | | | | | | | | | |
| 98 | Rentals | 1910 | | | | | | | | | |
| 99 | Contributions and Donations from Private Sources | 1920 | | | | | | | | | |
| 100 | Impact Fees from Municipal or County Governments | 1930 | | | | | | | | | |
| 101 | Services Provided Other Districts | 1940 | | | | | | | | | |
| 102 | Refund of Prior Years' Expenditures | 1950 | 300,000 | | | | | | | | |
| 103 | Payments of Surplus Moneys from TIF Districts | 1960 | | | | | | | | | |
| 104 | Drivers' Education Fees | 1970 | | | | | | | | | |
| 105 | Proceeds from Vendors' Contracts | 1980 | | | | | | | | | |
| 106 | School Facility Occupation Tax Proceeds | 1983 | | | | | | | | | |
| 107 | Payment from Other Districts | 1991 | | | | | | | | | |
| 108 | Sale of Vocational Projects | 1992 | | | | | | | | | |
| 109 | Other Local Fees (Describe & Itemize) | 1993 | | | | | | | | | |
| 110 | Other Local Revenues (Describe & Itemize) | 1999 | | | | | | | | | |
| 111 | Total Other Revenue from Local Sources | | 300,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|--|--------|-------------|--------------------------|--------------|----------------|---------------------------------------|------------------|--------------|------|--------------------------|
| 1 | | | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) |
| 2 | Description: Enter Whole Numbers Only | Acct # | Educational | Operations & Maintenance | Debt Service | Transportation | Municipal Retirement/ Social Security | Capital Projects | Working Cash | Tort | Fire Prevention & Safety |
| 112 | Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799) | 1000 | 20,931,825 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 113 | Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799) | | 20,931,825 | | | | | | | | |
| 114 | FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000) | | | | | | | | | | |
| 115 | Flow-Through Revenue from State Sources | 2100 | | | | | | | | | |
| 116 | Flow-Through Revenue from Federal Sources | 2200 | | | | | | | | | |
| 117 | Other Flow-Through Revenue (Describe & Itemize) | 2300 | | | | | | | | | |
| 118 | Total Flow-Through Receipts/Revenues From One District to Another District | 2000 | 0 | 0 | | 0 | 0 | | | | |
| 119 | RECEIPTS/REVENUES FROM STATE SOURCES (3000) | | | | | | | | | | |
| 120 | UNRESTRICTED GRANTS-IN-AID (3001-3099) | | | | | | | | | | |
| 121 | Evidence Based Funding Formula (Section 18-8.15) | 3001 | 1,433,228 | | | | | | | | |
| 122 | Reorganization Incentives (Accounts 3005-3021) | 3005 | | | | | | | | | |
| 123 | Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize) | 3099 | | | | | | | | | |
| 124 | Total Unrestricted Grants-In-Aid | | 1,433,228 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 125 | RESTRICTED GRANTS-IN-AID (3100-3900) | | | | | | | | | | |
| 126 | SPECIAL EDUCATION | | | | | | | | | | |
| 127 | Special Education - Private/Public Facility Tuition | 3100 | | | | | | | | | |
| 128 | Special Education - Orphanage - Individual | 3120 | | | | | | | | | |
| 129 | Special Education - Orphanage - Summer Individual | 3130 | | | | | | | | | |
| 130 | Special Education - Other (Describe & Itemize) | 3199 | | | | | | | | | |
| 131 | Total Special Education | | 0 | 0 | | 0 | | | | | |
| 132 | CAREER AND TECHNICAL EDUCATION (CTE) | | | | | | | | | | |
| 133 | CTE - Technical Education - Tech Prep | 3200 | | | | | | | | | |
| 134 | CTE - Secondary Program Improvement (CTEI) | 3220 | | | | | | | | | |
| 135 | CTE - WECEP | 3225 | | | | | | | | | |
| 136 | CTE - Agriculture Education | 3235 | | | | | | | | | |
| 137 | CTE - Instructor Practicum | 3240 | | | | | | | | | |
| 138 | CTE - Student Organizations | 3270 | | | | | | | | | |
| 139 | CTE - Other (Describe & Itemize) | 3299 | | | | | | | | | |
| 140 | Total Career and Technical Education | | 0 | 0 | | | 0 | | | | |
| 141 | State Free Lunch & Breakfast | 3360 | | | | | | | | | |
| 142 | School Breakfast Initiative | 3365 | | | | | | | | | |
| 143 | Driver Education | 3370 | | | | | | | | | |
| 144 | Adult Education (from ICCB) | 3410 | | | | | | | | | |
| 145 | Adult Education - Other (Describe & Itemize) | 3499 | | | | | | | | | |
| 146 | TRANSPORTATION | | | | | | | | | | |
| 147 | Transportation - Regular and Vocational | 3500 | | | | | | | | | |
| 148 | Transportation - Special Education | 3510 | | | | | | | | | |
| 149 | Transportation - Other (Describe & Itemize) | 3599 | | | | | | | | | |
| 150 | Total Transportation | | 0 | 0 | | 0 | 0 | | | | |
| 151 | Learning Improvement - Change Grants | 3610 | | | | | | | | | |
| 152 | Scientific Literacy | 3660 | | | | | | | | | |
| 153 | Truant Alternative/Optional Education | 3695 | | | | | | | | | |
| 154 | Early Childhood - Block Grant | 3705 | | | | | | | | | |
| 155 | Chicago General Education Block Grant | 3766 | | | | | | | | | |
| 156 | Chicago Educational Services Block Grant | 3767 | | | | | | | | | |
| 157 | School Safety & Educational Improvement Block Grant | 3775 | | | | | | | | | |
| 158 | Technology - Technology for Success | 3780 | | | | | | | | | |
| 159 | State Charter Schools | 3815 | | | | | | | | | |
| 160 | Extended Learning Opportunities - Summer Bridges | 3825 | | | | | | | | | |
| 161 | Infrastructure Improvements - Planning/Construction | 3920 | | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|---|-------------|-------------|--------------------------|--------------|----------------|---------------------------------------|------------------|--------------|------|--------------------------|
| 1 | | | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) |
| 2 | Description: Enter Whole Numbers Only | Acct # | Educational | Operations & Maintenance | Debt Service | Transportation | Municipal Retirement/ Social Security | Capital Projects | Working Cash | Tort | Fire Prevention & Safety |
| 162 | School Infrastructure - Maintenance Projects | 3925 | | | | | | | | | |
| 163 | Other Restricted Revenue from State Sources <i>(Describe & Itemize)</i> | 3999 | | | | | | | | | |
| 164 | Total Restricted Grants-In-Aid | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 165 | Total Receipts/Revenues from State Sources | 3000 | 1,433,228 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 166 | RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000) | | | | | | | | | | |
| 167 | UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009) | | | | | | | | | | |
| 168 | Federal Impact Aid | 4001 | | | | | | | | | |
| 169 | Other Unrestricted Grants-In-Aid Received from Fed. Govt. <i>(Describe & Itemize)</i> | 4009 | | | | | | | | | |
| 170 | Total Unrestricted Grants-In-Aid Received Directly from Fed Govt | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 171 | RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090) | | | | | | | | | | |
| 172 | Head Start | 4045 | | | | | | | | | |
| 173 | Construction (Impact Aid) | 4050 | | | | | | | | | |
| 174 | MAGNET | 4060 | | | | | | | | | |
| 175 | Other Restricted Grants-In-Aid Received from Fed. Govt. <i>(Describe & Itemize)</i> | 4090 | | | | | | | | | |
| 176 | Total Restricted Grants-In-Aid Received Directly from Federal Govt. | | 0 | 0 | | 0 | 0 | 0 | | | 0 |
| 177 | RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999) | | | | | | | | | | |
| 178 | TITLE V | | | | | | | | | | |
| 179 | Title V - Flexibility and Accountability | 4100 | | | | | | | | | |
| 180 | Title V - SEA Projects | 4105 | | | | | | | | | |
| 181 | Title V - Rural Education Initiative (REI) | 4107 | | | | | | | | | |
| 182 | Title V - Other <i>(Describe & Itemize)</i> | 4199 | | | | | | | | | |
| 183 | Total Title V | | 0 | 0 | | 0 | 0 | | | | |
| 184 | FOOD SERVICE | | | | | | | | | | |
| 185 | Breakfast Start-Up Expansion | 4200 | | | | | | | | | |
| 186 | National School Lunch Program | 4210 | | | | | | | | | |
| 187 | Special Milk Program | 4215 | | | | | | | | | |
| 188 | School Breakfast Program | 4220 | | | | | | | | | |
| 189 | Summer Food Service Admin/Program | 4225 | | | | | | | | | |
| 190 | Child and Adult Care Food Program | 4226 | | | | | | | | | |
| 191 | Fresh Fruit and Vegetables | 4240 | | | | | | | | | |
| 192 | Food Service - Other <i>(Describe & Itemize)</i> | 4299 | | | | | | | | | |
| 193 | Total Food Service | | 0 | | | | 0 | | | | |
| 194 | TITLE I | | | | | | | | | | |
| 195 | Title I - Low Income | 4300 | | | | | | | | | |
| 196 | Title I - Low Income - Neglected, Private | 4305 | | | | | | | | | |
| 197 | Title I - Migrant Education | 4340 | | | | | | | | | |
| 198 | Title I - Other <i>(Describe & Itemize)</i> | 4399 | | | | | | | | | |
| 199 | Total Title I | | 0 | 0 | | 0 | 0 | | | | |
| 200 | TITLE IV | | | | | | | | | | |
| 201 | Title IV - Student Support & Academic Enrichment Grant | 4400 | | | | | | | | | |
| 202 | Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools | 4415 | | | | | | | | | |
| 203 | Title IV - 21st Century | 4421 | | | | | | | | | |
| 204 | Title IV - Other <i>(Describe & Itemize)</i> | 4499 | | | | | | | | | |
| 205 | Total Title IV | | 0 | 0 | | 0 | 0 | | | | |
| 206 | FEDERAL - SPECIAL EDUCATION | | | | | | | | | | |
| 207 | Federal Special Education - Preschool Flow-Through | 4600 | | | | | | | | | |
| 208 | Federal Special Education - Preschool Discretionary | 4605 | | | | | | | | | |
| 209 | Federal Special Education - IDEA Flow Through | 4620 | | | | | | | | | |
| 210 | Federal Special Education - IDEA Room & Board | 4625 | | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|--|-------------|-------------|--------------------------|--------------|----------------|---------------------------------------|------------------|--------------|------|--------------------------|
| 1 | | | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) |
| 2 | Description: Enter Whole Numbers Only | Acct # | Educational | Operations & Maintenance | Debt Service | Transportation | Municipal Retirement/ Social Security | Capital Projects | Working Cash | Tort | Fire Prevention & Safety |
| 211 | Federal Special Education - IDEA Discretionary | 4630 | | | | | | | | | |
| 212 | Federal Special Education - IDEA - Other (Describe & Itemize) | 4699 | | | | | | | | | |
| 213 | Total Federal Special Education | | 0 | 0 | | 0 | 0 | | | | |
| 214 | CTE - PERKINS | | | | | | | | | | |
| 215 | CTE - Perkins-Title III E Tech Prep | 4770 | | | | | | | | | |
| 216 | CTE - Other (Describe & Itemize) | 4799 | | | | | | | | | |
| 217 | Total CTE - Perkins | | 0 | 0 | | | 0 | | | | |
| 218 | Federal - Adult Education | 4810 | | | | | | | | | |
| 219 | Qualified Zone Academy Bond Tax Credits | 4866 | | | | | | | | | |
| 220 | Qualified School Construction Bond Credits | 4867 | | | | | | | | | |
| 221 | Build America Bond Tax Credits | 4868 | | | | | | | | | |
| 222 | Build America Bond Interest Reimbursement | 4869 | | | | | | | | | |
| 223 | Total Stimulus Programs | | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 224 | Race to the Top Program | 4901 | | | | | | | | | |
| 225 | Race to the Top - Preschool Expansion Grant | 4902 | | | | | | | | | |
| 226 | Title III - Instruction for English Learners & Immigrant Students | 4905 | | | | | | | | | |
| 227 | Title III - English Language Acquisition | 4909 | | | | | | | | | |
| 228 | McKinney Education for Homeless Children | 4920 | | | | | | | | | |
| 229 | Title II - Eisenhower - Professional Development Formula | 4930 | | | | | | | | | |
| 230 | Title II - Teacher Quality | 4932 | | | | | | | | | |
| 231 | Title II - Part A - Supporting Effective Instruction - State Grants | 4935 | | | | | | | | | |
| 232 | Federal Charter Schools | 4960 | | | | | | | | | |
| 233 | State Assessment Grants | 4981 | | | | | | | | | |
| 234 | Grant for State Assessments and Related Activities | 4982 | | | | | | | | | |
| 235 | Medicaid Matching Funds - Administrative Outreach | 4991 | 200,000 | | | | | | | | |
| 236 | Medicaid Matching Funds - Fee-For-Service Program | 4992 | 850,000 | | | | | | | | |
| 237 | Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize) | 4998 | 143,200 | | | | | | | | |
| 238 | Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State | | 1,193,200 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 239 | TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES | 4000 | 1,193,200 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 240 | TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799) | | 23,558,253 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 241 | TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799) | | 23,558,253 | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J | K |
|----|---|---------------|-------------------|-------------------------------|--------------------------------|----------------------------------|-------------------------|------------------------|---------------------------------------|----------------------------------|-------------------|
| 1 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 3 | 10 - EDUCATIONAL FUND (ED) | | | | | | | | | | |
| 4 | INSTRUCTION (ED) | 1000 | | | | | | | | | |
| 5 | Regular Programs | 1100 | | | | | | | | | 0 |
| 6 | Tuition Payment to Charter Schools | 1115 | | | | | | | | | 0 |
| 7 | Pre-K Programs | 1125 | | | | | | | | | 0 |
| 8 | Special Education Programs (Functions 1200 - 1220) | 1200 | 9,336,726 | 3,887,714 | 113,086 | 125,500 | 2,600 | 3,000,000 | 72,300 | | 16,537,926 |
| 9 | Special Education Programs Pre-K | 1225 | 0 | | | | | | | | 0 |
| 10 | Remedial and Supplemental Programs K-12 | 1250 | | | | | | | | | 0 |
| 11 | Remedial and Supplemental Programs Pre-K | 1275 | | | | | | | | | 0 |
| 12 | Adult/Continuing Education Programs | 1300 | | | | | | | | | 0 |
| 13 | CTE Programs | 1400 | | | | | | | | | 0 |
| 14 | Interscholastic Programs | 1500 | | | | | | | | | 0 |
| 15 | Summer School Programs | 1600 | 23,128 | 1,554 | | 250 | | | | | 24,932 |
| 16 | Gifted Programs | 1650 | | | | | | | | | 0 |
| 17 | Driver's Education Programs | 1700 | | | | | | | | | 0 |
| 18 | Bilingual Programs | 1800 | | | | | | | | | 0 |
| 19 | Truant Alternative & Optional Programs | 1900 | | | | | | | | | 0 |
| 20 | Pre-K Programs - Private Tuition | 1910 | | | | | | | | | 0 |
| 21 | Regular K-12 Programs Private Tuition | 1911 | | | | | | | | | 0 |
| 22 | Special Education Programs K-12 Private Tuition | 1912 | | | | | | | | | 0 |
| 23 | Special Education Programs Pre-K Tuition | 1913 | | | | | | | | | 0 |
| 24 | Remedial/Supplemental Programs K-12 Private Tuition | 1914 | | | | | | | | | 0 |
| 25 | Remedial/Supplemental Programs Pre-K Private Tuition | 1915 | | | | | | | | | 0 |
| 26 | Adult/Continuing Education Programs Private Tuition | 1916 | | | | | | | | | 0 |
| 27 | CTE Programs Private Tuition | 1917 | | | | | | | | | 0 |
| 28 | Interscholastic Programs Private Tuition | 1918 | | | | | | | | | 0 |
| 29 | Summer School Programs Private Tuition | 1919 | | | | | | | | | 0 |
| 30 | Gifted Programs Private Tuition | 1920 | | | | | | | | | 0 |
| 31 | Bilingual Programs Private Tuition | 1921 | | | | | | | | | 0 |
| 32 | Truants Alternative/Opt Ed Programs Private Tuition | 1922 | | | | | | | | | 0 |
| 33 | Student Activity Fund Expenditures | 1999 | | | | | | | | | 0 |
| 34 | Total Instruction¹⁴ (Without Student Activity Funds 1999) | 1000 | 9,359,854 | 3,889,268 | 113,086 | 125,750 | 2,600 | 3,000,000 | 72,300 | 0 | 16,562,858 |
| 35 | Total Instruction (With Student Activity Funds 1999) | 1000 | 9,359,854 | 3,889,268 | 113,086 | 125,750 | 2,600 | 3,000,000 | 72,300 | 0 | 16,562,858 |
| 36 | SUPPORT SERVICES (ED) | 2000 | | | | | | | | | |
| 37 | Support Services - Pupil | 2100 | | | | | | | | | |
| 38 | Attendance & Social Work Services | 2110 | 527,950 | 148,883 | 6,785 | 10,500 | | 250 | 0 | | 694,368 |
| 39 | Guidance Services | 2120 | | | | | | | | | 0 |
| 40 | Health Services | 2130 | 917,936 | 364,766 | 15,182 | 12,400 | | 1,100 | 2,000 | | 1,313,384 |
| 41 | Psychological Services | 2140 | 645,520 | 149,197 | 70,500 | 13,000 | | 600 | 2,000 | | 880,817 |
| 42 | Speech Pathology & Audiology Services | 2150 | 89,555 | 18,713 | 6,250 | 15,250 | 10,000 | 0 | 11,500 | | 151,268 |
| 43 | Other Support Services - Pupils (Describe & Itemize) | 2190 | 209,596 | 33,621 | 4,474 | 100 | | | | | 247,791 |
| 44 | Total Support Services - Pupil | 2100 | 2,390,557 | 715,180 | 103,191 | 51,250 | 10,000 | 1,950 | 15,500 | 0 | 3,287,628 |
| 45 | Support Services - Instructional Staff | 2200 | | | | | | | | | |
| 46 | Improvement of Instruction Services | 2210 | 249,776 | 75,796 | 93,042 | 2,170 | | 3,000 | | | 423,784 |
| 47 | Educational Media Services | 2220 | | | | | | | | | 0 |
| 48 | Assessment & Testing | 2230 | | | | | | | | | 0 |
| 49 | Total Support Services - Instructional Staff | 2200 | 249,776 | 75,796 | 93,042 | 2,170 | 0 | 3,000 | 0 | 0 | 423,784 |
| 50 | Support Services - General Administration | 2300 | | | | | | | | | |
| 51 | Board of Education Services | 2310 | 359,483 | 123,859 | 176,832 | 0 | | | | 0 | 660,174 |
| 52 | Executive Administration Services | 2320 | | | | | | | | | 0 |
| 53 | Special Area Administration Services | 2330 | 1,260,599 | 362,626 | 174,995 | 10,500 | 10,000 | 8,150 | 8,500 | 0 | 1,835,370 |
| 54 | Tort Immunity Services | 2361, 2365 | | | | | | | | | 0 |
| 55 | Total Support Services - General Administration | 2300 | 1,620,082 | 486,485 | 351,827 | 10,500 | 10,000 | 8,150 | 8,500 | 0 | 2,495,544 |
| 56 | Support Services - School Administration | 2400 | | | | | | | | | |
| 57 | Office of the Principal Services | 2410 | 120,608 | 14,111 | 500 | | | | | | 135,219 |
| 58 | Other Support Services - School Administration (Describe & Itemize) | 2490 | | | | | | | | | 0 |
| 59 | Total Support Services - School Administration | 2400 | 120,608 | 14,111 | 500 | 0 | 0 | 0 | 0 | 0 | 135,219 |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|--|-------------|-------------------|-------------------------------|--------------------------------|----------------------------------|-------------------------|------------------------|---------------------------------------|----------------------------------|-------------------|
| 1 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 2 | | | | | | | | | | | |
| 60 | Support Services - Business | 2500 | | | | | | | | | |
| 61 | Direction of Business Support Services | 2510 | | | | | | | | | 0 |
| 62 | Fiscal Services | 2520 | | | 209,049 | | | | | | 209,049 |
| 63 | Operation & Maintenance of Plant Services | 2540 | 59,174 | 28,497 | 800 | 6,000 | | | | 0 | 94,471 |
| 64 | Pupil Transportation Services | 2550 | | | | | | | | | 0 |
| 65 | Food Services | 2560 | | | | | | | | | 0 |
| 66 | Internal Services | 2570 | 500 | | | | | | | | 500 |
| 67 | Total Support Services - Business | 2500 | 59,674 | 28,497 | 209,849 | 6,000 | 0 | 0 | 0 | 0 | 304,020 |
| 68 | Support Services - Central | 2600 | | | | | | | | | |
| 69 | Direction of Central Support Services | 2610 | | | | | | | | | 0 |
| 70 | Planning, Research, Development & Evaluation Services | 2620 | | | | | | | | | 0 |
| 71 | Information Services | 2630 | | | 500 | | | | | | 500 |
| 72 | Staff Services | 2640 | | | | | | | | | 0 |
| 73 | Data Processing Services | 2660 | 70,449 | 44,545 | 5,600 | 21,000 | 0 | | | | 141,594 |
| 74 | Total Support Services - Central | 2600 | 70,449 | 44,545 | 6,100 | 21,000 | 0 | 0 | 0 | 0 | 142,094 |
| 75 | Other Support Services - Misc. (Describe & Itemize) | 2900 | | | | | | | | | 0 |
| 76 | Total Support Services | 2000 | 4,511,146 | 1,364,614 | 764,509 | 90,920 | 20,000 | 13,100 | 24,000 | 0 | 6,788,289 |
| 77 | COMMUNITY SERVICES (ED) | 3000 | 119,288 | 9,018 | 2,800 | 0 | | | | | 131,106 |
| 78 | PAYMENTS TO OTHER DIST & GOVT UNITS (ED) | 4000 | | | | | | | | | |
| 79 | Payments to Other Dist & Govt Units (In-State) | 4100 | | | | | | | | | |
| 80 | Payments for Regular Programs | 4110 | | | | | | | | | 0 |
| 81 | Payments for Special Education Programs | 4120 | | | 76,000 | | | 0 | | | 76,000 |
| 82 | Payments for Adult/Continuing Education Programs | 4130 | | | | | | | | | 0 |
| 83 | Payments for CTE Programs | 4140 | | | | | | | | | 0 |
| 84 | Payments for Community College Programs | 4170 | | | | | | | | | 0 |
| 85 | Other Payments to In-State Govt Units - Programs (Describe & Itemize) | 4190 | | | | | | | | | 0 |
| 86 | Total Payments to Other Dist & Govt Units (In-State) | 4100 | | | 76,000 | | | 0 | | | 76,000 |
| 87 | Payments for Regular Programs - Tuition | 4210 | | | | | | | | | 0 |
| 88 | Payments for Special Education Programs - Tuition | 4220 | | | | | | | | | 0 |
| 89 | Payments for Adult/Continuing Education Programs - Tuition | 4230 | | | | | | | | | 0 |
| 90 | Payments for CTE Programs - Tuition | 4240 | | | | | | | | | 0 |
| 91 | Payments for Community College Programs - Tuition | 4270 | | | | | | | | | 0 |
| 92 | Payments for Other Programs - Tuition | 4280 | | | | | | | | | 0 |
| 93 | Other Payments to In-State Govt Units - Tuition (Describe & Itemize) | 4290 | | | | | | | | | 0 |
| 94 | Total Payments to Other Dist & Govt Units - Tuition (In State) | 4200 | | | | | | 0 | | | 0 |
| 95 | Payments for Regular Programs - Transfers | 4310 | | | | | | | | | 0 |
| 96 | Payments for Special Education Programs - Transfers | 4320 | | | | | | | | | 0 |
| 97 | Payments for Adult/Continuing Ed Programs - Transfers | 4330 | | | | | | | | | 0 |
| 98 | Payments for CTE Programs - Transfers | 4340 | | | | | | | | | 0 |
| 99 | Payments for Community College Program - Transfers | 4370 | | | | | | | | | 0 |
| 100 | Payments for Other Programs - Transfers | 4380 | | | | | | | | | 0 |
| 101 | Other Payments to In-State Govt Units - Transfers (Describe & Itemize) | 4390 | | | | | | | | | 0 |
| 102 | Total Payments to Other Dist & Govt Units-Transfers (In State) | 4300 | | | 0 | | | 0 | | | 0 |
| 103 | Payments to Other Dist & Govt Units (Out of State) | 4400 | | | | | | | | | 0 |
| 104 | Total Payments to Other Dist & Govt Units | 4000 | | | 76,000 | | | 0 | | | 76,000 |
| 105 | DEBT SERVICE (ED) | 5000 | | | | | | | | | |
| 106 | Debt Service - Interest on Short-Term Debt | 5100 | | | | | | | | | |
| 107 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 108 | Tax Anticipation Notes | 5120 | | | | | | | | | 0 |
| 109 | Corporate Personal Property Repl Tax Anticipated Notes | 5130 | | | | | | | | | 0 |
| 110 | State Aid Anticipation Certificates | 5140 | | | | | | | | | 0 |
| 111 | Other Interest on Short-Term Debt (Describe & Itemize) | 5150 | | | | | | | | | 0 |
| 112 | Total Debt Service - Interest on Short-Term Debt | 5100 | | | | | | 0 | | | 0 |
| 113 | Debt Service - Interest on Long-Term Debt | 5200 | | | | | | | | | 0 |
| 114 | Total Debt Service | 5000 | | | | | | 0 | | | 0 |
| 115 | PROVISION FOR CONTINGENCIES (ED) | 6000 | | | | | | | | | 0 |
| 116 | Total Direct Disbursements/Expenditures (without Student Activity Funds (1999)) | | 13,990,288 | 5,262,900 | 956,395 | 216,670 | 22,600 | 3,013,100 | 96,300 | 0 | 23,558,253 |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|--|---------|-------------------|-------------------------------|--------------------------------|----------------------------------|-------------------------|------------------------|---------------------------------------|----------------------------------|----------------|
| 1 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 117 | Total Direct Disbursements/Expenditures (with Student Activity Funds (1999)) | | 13,990,288 | 5,262,900 | 956,395 | 216,670 | 22,600 | 3,013,100 | 96,300 | 0 | 23,558,253 |
| 118 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999) | | | | | | | | | | 0 |
| 119 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999) | | | | | | | | | | 0 |
| 120 | | | | | | | | | | | |
| 121 | 20 - OPERATIONS AND MAINTENANCE FUND (O&M) | | | | | | | | | | |
| 122 | SUPPORT SERVICES (O&M) | 2000 | | | | | | | | | |
| 123 | Support Services - Pupil | 2100 | | | | | | | | | |
| 124 | Other Support Services - Pupils (Describe & Itemize) | 2190 | | | | | | | | | 0 |
| 125 | Support Services - Business | 2500 | | | | | | | | | |
| 126 | Direction of Business Support Services | 2510 | | | | | | | | | 0 |
| 127 | Facilities Acquisition & Construction Services | 2530 | | | | | | | | | 0 |
| 128 | Operation & Maintenance of Plant Services | 2540 | | | | | | | 0 | | 0 |
| 129 | Pupil Transportation Services | 2550 | | | | | | | | | 0 |
| 130 | Food Services | 2560 | | | | | | | | | 0 |
| 131 | Total Support Services - Business | 2500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 132 | Other Support Services - Misc. (Describe & Itemize) | 2900 | | | | | | | | | 0 |
| 133 | Total Support Services | 2000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 134 | COMMUNITY SERVICES (O&M) | 3000 | | | | | | | | | 0 |
| 135 | PAYMENTS TO OTHER DIST & GOVT UNITS (O&M) | 4000 | | | | | | | | | |
| 136 | Payments to Other Dist & Govt Units (In-State) | 4100 | | | | | | | | | |
| 137 | Payments for Regular Programs | 4110 | | | | | | | | | 0 |
| 138 | Payments for Special Education Programs | 4120 | | | | | | | | | 0 |
| 139 | Payments for CTE Program | 4140 | | | | | | | | | 0 |
| 140 | Other Payments to In-State Govt Units - Programs (Describe & Itemize) | 4190 | | | | | | | | | 0 |
| 141 | Total Payments to Other Dist & Govt Units (In-State) | 4100 | | | 0 | | | 0 | | | 0 |
| 142 | Payments to Other Dist & Govt Units (Out of State) ¹⁴ | 4400 | | | | | | | | | 0 |
| 143 | Total Payments to Other Dist & Govt Unit | 4000 | | | 0 | | | 0 | | | 0 |
| 144 | DEBT SERVICE (O&M) | 5000 | | | | | | | | | |
| 145 | Debt Service - Interest on Short-Term Debt | 5100 | | | | | | | | | |
| 146 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 147 | Tax Anticipation Notes | 5120 | | | | | | | | | 0 |
| 148 | Corporate Personal Prop Repl Tax Anticipated Notes | 5130 | | | | | | | | | 0 |
| 149 | State Aid Anticipation Certificates | 5140 | | | | | | | | | 0 |
| 150 | Other Interest on Short-Term Debt (Describe & Itemize) | 5150 | | | | | | | | | 0 |
| 151 | Total Debt Service - Interest on Short-Term Debt | 5100 | | | | | | 0 | | | 0 |
| 152 | Debt Service - Interest on Long-Term Debt | 5200 | | | | | | | | | 0 |
| 153 | Total Debt Service | 5000 | | | | | | 0 | | | 0 |
| 154 | PROVISION FOR CONTINGENCIES (O&M) | 6000 | | | | | | | | | 0 |
| 155 | Total Direct Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 156 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | 0 |
| 157 | | | | | | | | | | | |
| 158 | 30 - DEBT SERVICE FUND (DS) | | | | | | | | | | |
| 159 | PAYMENTS TO OTHER DIST & GOVT UNITS (DS) | 4000 | | | | | | | | | |
| 160 | Payments to Other Dist & Govt Units (In-State) | 4100 | | | | | | | | | |
| 161 | Payments for Regular Programs | 4110 | | | | | | | | | 0 |
| 162 | Payments for Special Education Programs | 4120 | | | | | | | | | 0 |
| 163 | Other Payments to In-State Govt Units - Programs (Describe & Itemize) | 4190 | | | | | | | | | 0 |
| 164 | Total Payments to Other Dist & Govt Units (In-State) | 4000 | | | | | | 0 | | | 0 |
| 165 | DEBT SERVICE (DS) | 5000 | | | | | | | | | |
| 166 | Debt Service - Interest on Short-Term Debt | 5100 | | | | | | | | | |
| 167 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 168 | Tax Anticipation Notes | 5120 | | | | | | | | | 0 |
| 169 | Corporate Personal Prop Repl Tax Anticipation Notes | 5130 | | | | | | | | | 0 |
| 170 | State Aid Anticipation Certificates | 5140 | | | | | | | | | 0 |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|--|-------------|-------------------|-------------------------------|--------------------------------|----------------------------------|-------------------------|------------------------|---------------------------------------|----------------------------------|----------------|
| 1 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 171 | Other Interest on Short-Term Debt <i>(Describe & Itemize)</i> | 5150 | | | | | | | | | 0 |
| 172 | Total Debt Service - Interest On Short-Term Debt | 5100 | | | | | | 0 | | | 0 |
| 173 | Debt Service - Interest on Long-Term Debt | 5200 | | | | | | | | | 0 |
| 174 | Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i> | 5300 | | | | | | | | | 0 |
| 175 | Debt Service - Other <i>(Describe & Itemize)</i> | 5400 | | | | | | | | | 0 |
| 176 | Total Debt Service | 5000 | | | 0 | | | 0 | | | 0 |
| 177 | PROVISION FOR CONTINGENCIES (DS) | 6000 | | | | | | | | | 0 |
| 178 | Total Direct Disbursements/Expenditures | | | | 0 | | | 0 | | | 0 |
| 179 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | 0 |
| 180 | | | | | | | | | | | |
| 181 | 40 - TRANSPORTATION FUND (TR) | | | | | | | | | | |
| 182 | SUPPORT SERVICES (TR) | 2000 | | | | | | | | | |
| 183 | Support Services - Pupils | 2100 | | | | | | | | | |
| 184 | Other Support Services - Pupils <i>(Describe & Itemize)</i> | 2190 | | | | | | | | | 0 |
| 185 | Support Services - Business | | | | | | | | | | |
| 186 | Pupil Transportation Services | 2550 | | | | | | | 0 | | 0 |
| 187 | Other Support Services - Business <i>(Describe & Itemize)</i> | 2900 | | | | | | | | | 0 |
| 188 | Total Support Services | 2000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 189 | COMMUNITY SERVICES (TR) | 3000 | | | | | | | | | 0 |
| 190 | PAYMENTS TO OTHER DIST & GOVT UNITS (TR) | 4000 | | | | | | | | | |
| 191 | Payments to Other Dist & Govt Units (In-State) | 4100 | | | | | | | | | |
| 192 | Payments for Regular Program | 4110 | | | | | | | | | 0 |
| 193 | Payments for Special Education Programs | 4120 | | | | | | | | | 0 |
| 194 | Payments for Adult/Continuing Education Programs | 4130 | | | | | | | | | 0 |
| 195 | Payments for CTE Programs | 4140 | | | | | | | | | 0 |
| 196 | Payments for Community College Programs | 4170 | | | | | | | | | 0 |
| 197 | Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i> | 4190 | | | | | | | | | 0 |
| 198 | Total Payments to Other Dist & Govt Units (In-State) | 4100 | | | 0 | | | 0 | | | 0 |
| 199 | Payments to Other Dist & Govt Units (Out-of-State) <i>(Describe & Itemize)</i> | 4400 | | | | | | | | | 0 |
| 200 | Total Payments to Other Dist & Govt Units | 4000 | | | 0 | | | 0 | | | 0 |
| 201 | DEBT SERVICE (TR) | 5000 | | | | | | | | | |
| 202 | Debt Service - Interest on Short-Term Debt | 5100 | | | | | | | | | |
| 203 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 204 | Tax Anticipation Notes | 5120 | | | | | | | | | 0 |
| 205 | Corporate Personal Prop Repl Tax Anticipation Notes | 5130 | | | | | | | | | 0 |
| 206 | State Aid Anticipation Certificates | 5140 | | | | | | | | | 0 |
| 207 | Other Interest on Short-Term Debt <i>(Describe & Itemize)</i> | 5150 | | | | | | | | | 0 |
| 208 | Total Debt Service - Interest On Short-Term Debt | 5100 | | | | | | 0 | | | 0 |
| 209 | Debt Service - Interest on Long-Term Debt | 5200 | | | | | | | | | 0 |
| 210 | Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i> | 5300 | | | | | | | | | 0 |
| 211 | Debt Service - Other <i>(Describe & Itemize)</i> | 5400 | | | | | | | | | 0 |
| 212 | Total Debt Service | 5000 | | | | | | 0 | | | 0 |
| 213 | PROVISION FOR CONTINGENCIES (TR) | 6000 | | | | | | | | | 0 |
| 214 | Total Direct Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 215 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | 0 |
| 216 | | | | | | | | | | | |
| 217 | 50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS) | | | | | | | | | | |
| 218 | INSTRUCTION (MR/SS) | 1000 | | | | | | | | | |
| 219 | Regular Program | 1100 | | | | | | | | | 0 |
| 220 | Pre-K Programs | 1125 | | | | | | | | | 0 |
| 221 | Special Education Programs (Functions 1200-1220) | 1200 | | | | | | | | | 0 |
| 222 | Special Education Programs Pre-K | 1225 | | | | | | | | | 0 |
| 223 | Remedial and Supplemental Programs K-12 | 1250 | | | | | | | | | 0 |

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|-----|--|-------------|-------------------|-------------------------------|--------------------------------|----------------------------------|-------------------------|------------------------|---------------------------------------|----------------------------------|----------------|
| 1 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 224 | Remedial and Supplemental Programs Pre-K | 1275 | | | | | | | | | 0 |
| 225 | Adult/Continuing Education Programs | 1300 | | | | | | | | | 0 |
| 226 | CTE Programs | 1400 | | | | | | | | | 0 |
| 227 | Interscholastic Programs | 1500 | | | | | | | | | 0 |
| 228 | Summer School Programs | 1600 | | | | | | | | | 0 |
| 229 | Gifted Programs | 1650 | | | | | | | | | 0 |
| 230 | Driver's Education Programs | 1700 | | | | | | | | | 0 |
| 231 | Bilingual Programs | 1800 | | | | | | | | | 0 |
| 232 | Truant Alternative & Optional Programs | 1900 | | | | | | | | | 0 |
| 233 | Total Instruction | 1000 | | 0 | | | | | | | 0 |
| 234 | SUPPORT SERVICES (MR/SS) | 2000 | | | | | | | | | |
| 235 | Support Services - Pupil | 2100 | | | | | | | | | |
| 236 | Attendance & Social Work Services | 2110 | | | | | | | | | 0 |
| 237 | Guidance Services | 2120 | | | | | | | | | 0 |
| 238 | Health Services | 2130 | | | | | | | | | 0 |
| 239 | Psychological Services | 2140 | | | | | | | | | 0 |
| 240 | Speech Pathology & Audiology Services | 2150 | | | | | | | | | 0 |
| 241 | Other Support Services - Pupils <i>(Describe & Itemize)</i> | 2190 | | | | | | | | | 0 |
| 242 | Total Support Services - Pupil | 2100 | | 0 | | | | | | | 0 |
| 243 | Support Services - Instructional Staff | 2200 | | | | | | | | | |
| 244 | Improvement of Instruction Services | 2210 | | | | | | | | | 0 |
| 245 | Educational Media Services | 2220 | | | | | | | | | 0 |
| 246 | Assessment & Testing | 2230 | | | | | | | | | 0 |
| 247 | Total Support Services - Instructional Staff | 2200 | | 0 | | | | | | | 0 |
| 248 | Support Services - General Administration | 2300 | | | | | | | | | |
| 249 | Board of Education Services | 2310 | | | | | | | | | 0 |
| 250 | Executive Administration Services | 2320 | | | | | | | | | 0 |
| 251 | Special Area Administrative Services | 2330 | | | | | | | | | 0 |
| 252 | Claims Paid from Self Insurance Fund | 2361 | | | | | | | | | 0 |
| 253 | Risk Management and Claims Services Payments | 2365 | | | | | | | | | 0 |
| 254 | Total Support Services - General Administration | 2300 | | 0 | | | | | | | 0 |
| 255 | Support Services - School Administration | 2400 | | | | | | | | | |
| 256 | Office of the Principal Services | 2410 | | | | | | | | | 0 |
| 257 | Other Support Services - School Administration <i>(Describe & Itemize)</i> | 2490 | | | | | | | | | 0 |
| 258 | Total Support Services - School Administration | 2400 | | 0 | | | | | | | 0 |
| 259 | Support Services - Business | 2500 | | | | | | | | | |
| 260 | Direction of Business Support Services | 2510 | | | | | | | | | 0 |
| 261 | Fiscal Services | 2520 | | | | | | | | | 0 |
| 262 | Facilities Acquisition & Construction Services | 2530 | | | | | | | | | 0 |
| 263 | Operation & Maintenance of Plant Service | 2540 | | | | | | | | | 0 |
| 264 | Pupil Transportation Services | 2550 | | | | | | | | | 0 |
| 265 | Food Services | 2560 | | | | | | | | | 0 |
| 266 | Internal Services | 2570 | | | | | | | | | 0 |
| 267 | Total Support Services - Business | 2500 | | 0 | | | | | | | 0 |
| 268 | Support Services - Central | 2600 | | | | | | | | | |
| 269 | Direction of Central Support Services | 2610 | | | | | | | | | 0 |
| 270 | Planning, Research, Development & Evaluation Services | 2620 | | | | | | | | | 0 |
| 271 | Information Services | 2630 | | | | | | | | | 0 |
| 272 | Staff Services | 2640 | | | | | | | | | 0 |
| 273 | Data Processing Services | 2660 | | | | | | | | | 0 |
| 274 | Total Support Services - Central | 2600 | | 0 | | | | | | | 0 |
| 275 | Other Support Services - Misc. <i>(Describe & Itemize)</i> | 2900 | | | | | | | | | 0 |
| 276 | Total Support Services | 2000 | | 0 | | | | | | | 0 |
| 277 | COMMUNITY SERVICES (MR/SS) | 3000 | | | | | | | | | 0 |
| 278 | PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS) | 4000 | | | | | | | | | |
| 279 | Payments for Regular Programs | 4110 | | | | | | | | | 0 |
| 280 | Payments for Special Education Programs | 4120 | | | | | | | | | 0 |
| 281 | Payments for CTE Programs | 4140 | | | | | | | | | 0 |

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| 1 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 282 | Total Payments to Other Dist & Govt Units | 4000 | | 0 | | | | | | | 0 |
| 283 | DEBT SERVICE (MR/SS) | 5000 | | | | | | | | | |
| 284 | Debt Service - Interest on Short-Term Debt | 5100 | | | | | | | | | |
| 285 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 286 | Tax Anticipation Notes | 5120 | | | | | | | | | 0 |
| 287 | Corporate Personal Prop Repl Tax Anticipation Notes | 5130 | | | | | | | | | 0 |
| 288 | State Aid Anticipation Certificates | 5140 | | | | | | | | | 0 |
| 289 | Other Interest on Short-Term Debt (Describe & Itemize) | 5150 | | | | | | | | | 0 |
| 290 | Total Debt Service | 5000 | | | | | | 0 | | | 0 |
| 291 | PROVISION FOR CONTINGENCIES (MR/SS) | 6000 | | | | | | | | | 0 |
| 292 | Total Direct Disbursements/Expenditures | | | 0 | | | | 0 | | | 0 |
| 293 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | 0 |
| 294 | | | | | | | | | | | |
| 295 | 60 - CAPITAL PROJECTS (CP) | | | | | | | | | | |
| 296 | SUPPORT SERVICES (CP) | 2000 | | | | | | | | | |
| 297 | Support Services - Business | | | | | | | | | | |
| 298 | Facilities Acquisition & Construction Services | 2530 | | | | | | | | | 0 |
| 299 | Other Support Services - Business (Describe & Itemize) | 2900 | | | | | | | | | 0 |
| 300 | Total Support Services | 2000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| 301 | PAYMENTS TO OTHER DIST & GOVT UNITS (CP) | 4000 | | | | | | | | | |
| 302 | Payments to Other Dist & Govt Units (In-State) | 4100 | | | | | | | | | |
| 303 | Payments to Regular Programs | 4110 | | | | | | | | | 0 |
| 304 | Payment for Special Education Programs | 4120 | | | | | | | | | 0 |
| 305 | Payment for CTE Programs | 4140 | | | | | | | | | 0 |
| 306 | Payments to Other Govt Units - Programs (In-State) (Describe & Itemize) | 4190 | | | | | | | | | 0 |
| 307 | Total Payments to Other Districts & Govt Units | 4000 | | | 0 | | | 0 | | | 0 |
| 308 | PROVISION FOR CONTINGENCIES (CP) | 6000 | | | | | | | | | 0 |
| 309 | Total Direct Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| 310 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | 0 |
| 311 | | | | | | | | | | | |
| 312 | 70 WORKING CASH FUND (WC) | | | | | | | | | | |
| 313 | | | | | | | | | | | |
| 314 | 80 - TORT FUND (TF) | | | | | | | | | | |
| 315 | INSTRUCTION (TF) | 1000 | | | | | | | | | |
| 316 | Regular Programs | 1100 | | | | | | | | | 0 |
| 317 | Tuition Payment to Charter Schools | 1115 | | | | | | | | | 0 |
| 318 | Pre-K Programs | 1125 | | | | | | | | | 0 |
| 319 | Special Education Programs (Functions 1200 - 1220) | 1200 | | | | | | | | | 0 |
| 320 | Special Education Programs Pre-K | 1225 | | | | | | | | | 0 |
| 321 | Remedial and Supplemental Programs K-12 | 1250 | | | | | | | | | 0 |
| 322 | Remedial and Supplemental Programs Pre-K | 1275 | | | | | | | | | 0 |
| 323 | Adult/Continuing Education Programs | 1300 | | | | | | | | | 0 |
| 324 | CTE Programs | 1400 | | | | | | | | | 0 |
| 325 | Interscholastic Programs | 1500 | | | | | | | | | 0 |
| 326 | Summer School Programs | 1600 | | | | | | | | | 0 |
| 327 | Gifted Programs | 1650 | | | | | | | | | 0 |
| 328 | Driver's Education Programs | 1700 | | | | | | | | | 0 |
| 329 | Bilingual Programs | 1800 | | | | | | | | | 0 |
| 330 | Truant Alternative & Optional Programs | 1900 | | | | | | | | | 0 |
| 331 | Pre-K Programs - Private Tuition | 1910 | | | | | | | | | 0 |
| 332 | Regular K-12 Programs Private Tuition | 1911 | | | | | | | | | 0 |
| 333 | Special Education Programs K-12 Private Tuition | 1912 | | | | | | | | | 0 |
| 334 | Special Education Programs Pre-K Tuition | 1913 | | | | | | | | | 0 |
| 335 | Remedial/Supplemental Programs K-12 Private Tuition | 1914 | | | | | | | | | 0 |
| 336 | Remedial/Supplemental Programs Pre-K Private Tuition | 1915 | | | | | | | | | 0 |
| 337 | Adult/Continuing Education Programs Private Tuition | 1916 | | | | | | | | | 0 |
| 338 | CTE Programs Private Tuition | 1917 | | | | | | | | | 0 |

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| 1 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 339 | Interscholastic Programs Private Tuition | 1918 | | | | | | | | | 0 |
| 340 | Summer School Programs Private Tuition | 1919 | | | | | | | | | 0 |
| 341 | Gifted Programs Private Tuition | 1920 | | | | | | | | | 0 |
| 342 | Bilingual Programs Private Tuition | 1921 | | | | | | | | | 0 |
| 343 | Truants Alternative/Opt Ed Programs Private Tuition | 1922 | | | | | | | | | 0 |
| 344 | Total Instruction¹⁴ | 1000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 345 | SUPPORT SERVICES (TF) | 2000 | | | | | | | | | |
| 346 | Support Services - Pupil | 2100 | | | | | | | | | |
| 347 | Attendance & Social Work Services | 2110 | | | | | | | | | 0 |
| 348 | Guidance Services | 2120 | | | | | | | | | 0 |
| 349 | Health Services | 2130 | | | | | | | | | 0 |
| 350 | Psychological Services | 2140 | | | | | | | | | 0 |
| 351 | Speech Pathology & Audiology Services | 2150 | | | | | | | | | 0 |
| 352 | Other Support Services - Pupils (Describe & Itemize) | 2190 | | | | | | | | | 0 |
| 353 | Total Support Services - Pupil | 2100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 354 | Support Services - Instructional Staff | 2200 | | | | | | | | | |
| 355 | Improvement of Instruction Services | 2210 | | | | | | | | | 0 |
| 356 | Educational Media Services | 2220 | | | | | | | | | 0 |
| 357 | Assessment & Testing | 2230 | | | | | | | | | 0 |
| 358 | Total Support Services - Instructional Staff | 2200 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 359 | Support Services - General Administration | 2300 | | | | | | | | | |
| 360 | Board of Education Services | 2310 | | | | | | | | | 0 |
| 361 | Executive Administration Services | 2320 | | | | | | | | | 0 |
| 362 | Special Area Administration Services | 2330 | | | | | | | | | 0 |
| 363 | Claims Paid from Self Insurance Fund | 2361 | | | | | | | | | 0 |
| 364 | Risk Management and Claims Services Payments | 2365 | | | | | | | | | 0 |
| 365 | Total Support Services - General Administration | 2300 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 366 | Support Services - School Administration | 2400 | | | | | | | | | |
| 367 | Office of the Principal Services | 2410 | | | | | | | | | 0 |
| 368 | Other Support Services - School Administration (Describe & Itemize) | 2490 | | | | | | | | | 0 |
| 369 | Total Support Services - School Administration | 2400 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 370 | Support Services - Business | 2500 | | | | | | | | | |
| 371 | Direction of Business Support Services | 2510 | | | | | | | | | 0 |
| 372 | Fiscal Services | 2520 | | | | | | | | | 0 |
| 373 | Facilities Acquisition & Construction Services | 2530 | | | | | | | | | 0 |
| 374 | Operation & Maintenance of Plant Services | 2540 | | | | | | | | | 0 |
| 375 | Pupil Transportation Services | 2550 | | | | | | | | | 0 |
| 376 | Food Services | 2560 | | | | | | | | | 0 |
| 377 | Internal Services | 2570 | | | | | | | | | 0 |
| 378 | Total Support Services - Business | 2500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 379 | Support Services - Central | 2600 | | | | | | | | | |
| 380 | Direction of Central Support Services | 2610 | | | | | | | | | 0 |
| 381 | Planning, Research, Development & Evaluation Services | 2620 | | | | | | | | | 0 |
| 382 | Information Services | 2630 | | | | | | | | | 0 |
| 383 | Staff Services | 2640 | | | | | | | | | 0 |
| 384 | Data Processing Services | 2660 | | | | | | | | | 0 |
| 385 | Total Support Services - Central | 2600 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 386 | Other Support Services - Misc. (Describe & Itemize) | 2900 | | | | | | | | | 0 |
| 387 | Total Support Services | 2000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 388 | COMMUNITY SERVICES (TF) | 3000 | | | | | | | | | 0 |
| 389 | PAYMENTS TO OTHER DIST & GOVT UNITS (TF) | 4000 | | | | | | | | | |
| 390 | Payments to Other Dist & Govt Units (In-State) | 4100 | | | | | | | | | |
| 391 | Payments for Regular Programs | 4110 | | | | | | | | | 0 |
| 392 | Payments for Special Education Programs | 4120 | | | | | | | | | 0 |
| 393 | Payments for Adult/Continuing Education Programs | 4130 | | | | | | | | | 0 |
| 394 | Payments for CTE Programs | 4140 | | | | | | | | | 0 |
| 395 | Payments for Community College Programs | 4170 | | | | | | | | | 0 |

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|-----|--|-------------|-------------------|-------------------------------|--------------------------------|----------------------------------|-------------------------|------------------------|---------------------------------------|----------------------------------|----------------|
| 1 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 396 | Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i> | 4190 | | | | | | | | | 0 |
| 397 | Total Payments to Other Dist & Govt Units (In-State) | 4100 | | | 0 | | | 0 | | | 0 |
| 398 | Payments for Regular Programs - Tuition | 4210 | | | | | | | | | 0 |
| 399 | Payments for Special Education Programs - Tuition | 4220 | | | | | | | | | 0 |
| 400 | Payments for Adult/Continuing Education Programs - Tuition | 4230 | | | | | | | | | 0 |
| 401 | Payments for CTE Programs - Tuition | 4240 | | | | | | | | | 0 |
| 402 | Payments for Community College Programs - Tuition | 4270 | | | | | | | | | 0 |
| 403 | Payments for Other Programs - Tuition | 4280 | | | | | | | | | 0 |
| 404 | Other Payments to In-State Govt Units - Tuition <i>(Describe & Itemize)</i> | 4290 | | | | | | | | | 0 |
| 405 | Total Payments to Other Dist & Govt Units - Tuition (In State) | 4200 | | | | | | 0 | | | 0 |
| 406 | Payments for Regular Programs - Transfers | 4310 | | | | | | | | | 0 |
| 407 | Payments for Special Education Programs - Transfers | 4320 | | | | | | | | | 0 |
| 408 | Payments for Adult/Continuing Ed Programs - Transfers | 4330 | | | | | | | | | 0 |
| 409 | Payments for CTE Programs - Transfers | 4340 | | | | | | | | | 0 |
| 410 | Payments for Community College Program - Transfers | 4370 | | | | | | | | | 0 |
| 411 | Payments for Other Programs - Transfers | 4380 | | | | | | | | | 0 |
| 412 | Other Payments to In-State Govt Units - Transfers <i>(Describe & Itemize)</i> | 4390 | | | | | | | | | 0 |
| 413 | Total Payments to Other Dist & Govt Units-Transfers (In State) | 4300 | | | 0 | | | 0 | | | 0 |
| 414 | Payments to Other Dist & Govt Units (Out of State) | 4400 | | | | | | | | | 0 |
| 415 | Total Payments to Other Dist & Govt Units | 4000 | | | 0 | | | 0 | | | 0 |
| 416 | DEBT SERVICE (TF) | 5000 | | | | | | | | | |
| 417 | Debt Service - Interest on Short-Term Debt | | | | | | | | | | |
| 418 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 419 | Tax Anticipation Notes | 5120 | | | | | | | | | 0 |
| 420 | Corporate Personal Property Replacement Tax Anticipation Notes | 5130 | | | | | | | | | 0 |
| 421 | State Aid Anticipation Certificates | 5140 | | | | | | | | | 0 |
| 422 | Other Interest or Short-Term Debt <i>(Describe & Itemize)</i> | 5150 | | | | | | | | | 0 |
| 423 | Debt Service - Interest on Long-Term Debt | 5200 | | | | | | | | | 0 |
| 424 | Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i> | 5300 | | | | | | | | | 0 |
| 425 | Debt Service - Other <i>(Describe & Itemize)</i> | 5400 | | | | | | | | | 0 |
| 426 | Total Debt Service | 5000 | | | 0 | | | 0 | | | 0 |
| 427 | PROVISION FOR CONTINGENCIES (TF) | 6000 | | | | | | | | | 0 |
| 428 | Total Direct Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 429 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | 0 |
| 430 | | | | | | | | | | | |
| 431 | 90 - FIRE PREVENTION & SAFETY FUND (FP&S) | | | | | | | | | | |
| 432 | SUPPORT SERVICES (FP&S) | 2000 | | | | | | | | | |
| 433 | Support Services - Business | 2500 | | | | | | | | | |
| 434 | Facilities Acquisition & Construction Services | 2530 | | | | | | | | | 0 |
| 435 | Operation & Maintenance of Plant Service | 2540 | | | | | | | | | 0 |
| 436 | Total Support Services - Business | 2500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| 437 | Other Support Services - Misc. <i>(Describe & Itemize)</i> | 2900 | | | | | | | | | 0 |
| 438 | Total Support Services | 2000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| 439 | PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S) | 4000 | | | | | | | | | |
| 440 | Payments to Regular Programs | 4110 | | | | | | | | | 0 |
| 441 | Payments to Special Education Programs | 4120 | | | | | | | | | 0 |
| 442 | Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i> | 4190 | | | | | | | | | 0 |
| 443 | Total Payments to Other Districts & Govt Units (FPS) | 4000 | | | | | | 0 | | | 0 |
| 444 | DEBT SERVICE (FP&S) | 5000 | | | | | | | | | |
| 445 | Debt Service - Interest on Short-Term Debt | 5100 | | | | | | | | | |
| 446 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 447 | Other Interest on Short-Term Debt <i>(Describe & Itemize)</i> | 5150 | | | | | | | | | 0 |
| 448 | Total Debt Service - Interest on Short-Term Debt | 5100 | | | | | | 0 | | | 0 |
| 449 | Debt Service - Interest on Long-Term Debt | 5200 | | | | | | | | | 0 |
| 450 | Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i> | 5300 | | | | | | | | | 0 |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|--|---------|-------------------|-------------------------------|--------------------------------|----------------------------------|-------------------------|------------------------|---------------------------------------|----------------------------------|----------------|
| 1 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 2 | | | | | | | | | | | |
| 451 | Total Debt Service | 5000 | | | | | | 0 | | | 0 |
| 452 | PROVISIONS FOR CONTINGENCIES (FP&S) | 6000 | | | | | | | | | 0 |
| 453 | Total Direct Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| 454 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | 0 |

| | B | C | D | E | F | G | H |
|----|--|------------|--|---|------------|-----------------------|---|
| 1 | If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H. | | | | | | |
| 2 | Revenue Check: | OK | | | | | |
| 3 | Expenditure Check: | OK | | | | | |
| 4 | Revenues Acct. (EstRev tab) | Amount | Describe Revenue | Expenditures Fund-Function (EstExp tab) | Amount | Describe Expenditures | |
| 5 | 1190 | | | 10-2190 | \$ 247,791 | VOCATIONAL STEP COACH | |
| 6 | 1290 | | | 10-2490 | | | |
| 7 | 1614 | | | 10-2900 | | | |
| 8 | 1690 | | | 10-4190 | | | |
| 9 | 1790 | | | 10-4290 | | | |
| 10 | 1819 | | | 10-4390 | | | |
| 11 | 1829 | | | 10-4400 | | | |
| 12 | 1890 | | | 10-5150 | | | |
| 13 | 1993 | | | 20-2190 | | | |
| 14 | 1999 | | | 20-2900 | | | |
| 15 | 2300 | | | 20-4190 | | | |
| 16 | 3099 | | | 20-4400 | | | |
| 17 | 3199 | | | 20-5150 | | | |
| 18 | 3299 | | | 30-4190 | | | |
| 19 | 3499 | | | 30-5150 | | | |
| 20 | 3599 | | | 30-5300 | | | |
| 21 | 3999 | | | 30-5400 | | | |
| 22 | 4009 | | | 40-2190 | | | |
| 23 | 4090 | | | 40-2900 | | | |
| 24 | 4199 | | | 40-4190 | | | |
| 25 | 4299 | | | 40-4400 | | | |
| 26 | 4399 | | | 40-5150 | | | |
| 27 | 4499 | | | 40-5300 | | | |
| 28 | 4699 | | | 40-5400 | | | |
| 29 | 4799 | | | 50-2190 | | | |
| 30 | 4998 | \$ 143,200 | VOCATIONAL REHABILITATION STEP REVENUE | 50-2490 | | | |
| 31 | | | | 50-2900 | | | |
| 32 | | | | 50-5150 | | | |
| 33 | | | | 60-2900 | | | |
| 34 | | | | 60-4190 | | | |
| 35 | | | | 80-2190 | | | |
| 36 | | | | 80-2490 | | | |
| 37 | | | | 80-2900 | | | |
| 38 | | | | 80-4190 | | | |
| 39 | | | | 80-4290 | | | |
| 40 | | | | 80-4390 | | | |
| 41 | | | | 80-4400 | | | |
| 42 | | | | 80-5150 | | | |
| 43 | | | | 80-5300 | | | |
| 44 | | | | 80-5400 | | | |
| 45 | | | | 90-2900 | | | |
| 46 | | | | 90-4190 | | | |
| 47 | | | | 90-5150 | | | |
| 48 | | | | 90-5300 | | | |

DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)

| Description | EDUCATIONAL FUND (10) | OPERATIONS & MAINTENANCE FUND (20) | TRANSPORTATION FUND (40) | WORKING CASH FUND (70) | TOTAL |
|--|-----------------------|------------------------------------|--------------------------|------------------------|------------|
| Direct Revenues | 23,558,253 | | | | 23,558,253 |
| Direct Expenditures | 23,558,253 | | | | 23,558,253 |
| Difference | | | | | |
| Estimated Fund Balance - June 30, 2026 | 6,588,230 | | | | 6,588,230 |

Deficit Reduction Plan is not required

A deficit reduction plan is required if the local board of education adopts (or amends) the 2025-2026 school district budget in which the "operating funds" listed above result in direct revenues (line 9, BudgetSum 2-4) being less than direct expenditures (line 19, BudgetSum 2-4) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81, BudgetSum 2-4).

Note: The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.

Per School Code (105 ILCS 5/17-1) - If the Deficit AFR Summary Information tab from the 2024-2025 Annual Financial Report (AFR) reflects a deficit as defined above, then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.

The deficit reduction plan, if required, is developed using ISBE guidelines and format.

| | A | B | C | D | E | F | G |
|----|--|---------|--|-------------------------------|---------------------|-------------------|------------|
| 1 | *School Districts Only | | DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2025-2026 | | | | |
| 2 | | | | | | | |
| 3 | 39055061061 | | | | | | |
| 4 | <i>District Number</i> | | | | | | |
| 5 | Macon-Piatt Spec Educ Int Agr | | | | | | |
| 6 | <i>District Name</i> | | Educational Fund | Operations & Maintenance Fund | Transportation Fund | Working Cash Fund | Total |
| 7 | ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance) | | 6,588,230 | 0 | 0 | 0 | 6,588,230 |
| 8 | RECEIPTS/REVENUES | Acct # | | | | | |
| 9 | LOCAL SOURCES | 1000 | 20,931,825 | 0 | 0 | 0 | 20,931,825 |
| 10 | FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT | 2000 | 0 | 0 | 0 | | 0 |
| 11 | STATE SOURCES | 3000 | 1,433,228 | 0 | 0 | 0 | 1,433,228 |
| 12 | FEDERAL SOURCES | 4000 | 1,193,200 | 0 | 0 | 0 | 1,193,200 |
| 13 | Total Receipts/Revenues | | 23,558,253 | 0 | 0 | 0 | 23,558,253 |
| 14 | DISBURSEMENTS/EXPENDITURES | Funct # | | | | | |
| 15 | INSTRUCTION | 1000 | 16,562,858 | | | | 16,562,858 |
| 16 | SUPPORT SERVICES | 2000 | 6,788,289 | 0 | 0 | | 6,788,289 |
| 17 | COMMUNITY SERVICES | 3000 | 131,106 | 0 | 0 | | 131,106 |
| 18 | PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS | 4000 | 76,000 | 0 | 0 | | 76,000 |
| 19 | DEBT SERVICES | 5000 | 0 | 0 | 0 | | 0 |
| 20 | PROVISION FOR CONTINGENCIES | 6000 | 0 | 0 | 0 | | 0 |
| 21 | Total Disbursements/Expenditures | | 23,558,253 | 0 | 0 | | 23,558,253 |
| 22 | Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 |
| 23 | OTHER SOURCES/USES OF FUNDS | | | | | | |
| 24 | OTHER SOURCES OF FUNDS (7000) | | 0 | 0 | 0 | 0 | 0 |
| 25 | OTHER USES OF FUNDS (8000) | | 0 | 0 | 0 | 0 | 0 |
| 26 | TOTAL OTHER SOURCES/USES OF FUNDS | | 0 | 0 | 0 | 0 | 0 |
| 27 | ESTIMATED ENDING FUND BALANCE | | 6,588,230 | 0 | 0 | 0 | 6,588,230 |

| | A | B | H | I | J | K | L |
|----|--|---------|---|-------------------------------|---------------------|-------------------|-----------|
| 1 | *School Districts Only | | ESTIMATED BUDGET FY2026-2027 | | | | |
| 2 | | | | | | | |
| 3 | 39055061061 | | | | | | |
| 4 | <i>District Number</i> | | | | | | |
| 5 | Macon-Piatt Spec Educ Int Agr | | | | | | |
| | <i>District Name</i> | | | | | | |
| 6 | | | Educational Fund | Operations & Maintenance Fund | Transportation Fund | Working Cash Fund | Total |
| 7 | ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance) | | 6,588,230 | 0 | 0 | 0 | 6,588,230 |
| 8 | RECEIPTS/REVENUES | Acct # | | | | | |
| 9 | LOCAL SOURCES | 1000 | | | | | 0 |
| 10 | FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT | 2000 | | | | | 0 |
| 11 | STATE SOURCES | 3000 | | | | | 0 |
| 12 | FEDERAL SOURCES | 4000 | | | | | 0 |
| 13 | Total Receipts/Revenues | | 0 | 0 | 0 | 0 | 0 |
| 14 | DISBURSEMENTS/EXPENDITURES | Funct # | | | | | |
| 15 | INSTRUCTION | 1000 | | | | | 0 |
| 16 | SUPPORT SERVICES | 2000 | | | | | 0 |
| 17 | COMMUNITY SERVICES | 3000 | | | | | 0 |
| 18 | PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS | 4000 | | | | | 0 |
| 19 | DEBT SERVICES | 5000 | | | | | 0 |
| 20 | PROVISION FOR CONTINGENCIES | 6000 | | | | | 0 |
| 21 | Total Disbursements/Expenditures | | 0 | 0 | 0 | | 0 |
| 22 | Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 |
| 23 | OTHER SOURCES/USES OF FUNDS | | | | | | |
| 24 | OTHER SOURCES OF FUNDS (7000) | | | | | | 0 |
| 25 | OTHER USES OF FUNDS (8000) | | | | | | 0 |
| 26 | TOTAL OTHER SOURCES/USES OF FUNDS | | 0 | 0 | 0 | 0 | 0 |
| 27 | ESTIMATED ENDING FUND BALANCE | | 6,588,230 | 0 | 0 | 0 | 6,588,230 |

| | A | B | M | N | O | P | Q |
|----|--|----------------|---|--|----------------------------|--------------------------|--------------|
| 1 | *School Districts Only | | ESTIMATED BUDGET FY2027-2028 | | | | |
| 2 | | | | | | | |
| 3 | 39055061061 | | | | | | |
| 4 | <i>District Number</i> | | | | | | |
| 5 | Macon-Piatt Spec Educ Int Agr | | | | | | |
| | <i>District Name</i> | | Educational Fund | Operations & Maintenance Fund | Transportation Fund | Working Cash Fund | Total |
| 6 | | | | | | | |
| 7 | ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i> | | 6,588,230 | 0 | 0 | 0 | 6,588,230 |
| 8 | RECEIPTS/REVENUES | Acct # | | | | | |
| 9 | LOCAL SOURCES | 1000 | | | | | 0 |
| 10 | FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT | 2000 | | | | | 0 |
| 11 | STATE SOURCES | 3000 | | | | | 0 |
| 12 | FEDERAL SOURCES | 4000 | | | | | 0 |
| 13 | Total Receipts/Revenues | | 0 | 0 | 0 | 0 | 0 |
| 14 | DISBURSEMENTS/EXPENDITURES | Funct # | | | | | |
| 15 | INSTRUCTION | 1000 | | | | | 0 |
| 16 | SUPPORT SERVICES | 2000 | | | | | 0 |
| 17 | COMMUNITY SERVICES | 3000 | | | | | 0 |
| 18 | PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS | 4000 | | | | | 0 |
| 19 | DEBT SERVICES | 5000 | | | | | 0 |
| 20 | PROVISION FOR CONTINGENCIES | 6000 | | | | | 0 |
| 21 | Total Disbursements/Expenditures | | 0 | 0 | 0 | | 0 |
| 22 | Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 |
| 23 | OTHER SOURCES/USES OF FUNDS | | | | | | |
| 24 | OTHER SOURCES OF FUNDS (7000) | | | | | | 0 |
| 25 | OTHER USES OF FUNDS (8000) | | | | | | 0 |
| 26 | TOTAL OTHER SOURCES/USES OF FUNDS | | 0 | 0 | 0 | 0 | 0 |
| 27 | ESTIMATED ENDING FUND BALANCE | | 6,588,230 | 0 | 0 | 0 | 6,588,230 |

| | A | B | R | S | T | U | V |
|----|--|----------------|---|--|----------------------------|--------------------------|--------------|
| 1 | *School Districts Only | | ESTIMATED BUDGET FY2028-2029 | | | | |
| 2 | | | | | | | |
| 3 | 39055061061 | | | | | | |
| 4 | <i>District Number</i> | | | | | | |
| 5 | Macon-Piatt Spec Educ Int Agr | | | | | | |
| | <i>District Name</i> | | Educational Fund | Operations & Maintenance Fund | Transportation Fund | Working Cash Fund | Total |
| 6 | | | | | | | |
| 7 | ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i> | | 6,588,230 | 0 | 0 | 0 | 6,588,230 |
| 8 | RECEIPTS/REVENUES | Acct # | | | | | |
| 9 | LOCAL SOURCES | 1000 | | | | | 0 |
| 10 | FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT | 2000 | | | | | 0 |
| 11 | STATE SOURCES | 3000 | | | | | 0 |
| 12 | FEDERAL SOURCES | 4000 | | | | | 0 |
| 13 | Total Receipts/Revenues | | 0 | 0 | 0 | 0 | 0 |
| 14 | DISBURSEMENTS/EXPENDITURES | Funct # | | | | | |
| 15 | INSTRUCTION | 1000 | | | | | 0 |
| 16 | SUPPORT SERVICES | 2000 | | | | | 0 |
| 17 | COMMUNITY SERVICES | 3000 | | | | | 0 |
| 18 | PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS | 4000 | | | | | 0 |
| 19 | DEBT SERVICES | 5000 | | | | | 0 |
| 20 | PROVISION FOR CONTINGENCIES | 6000 | | | | | 0 |
| 21 | Total Disbursements/Expenditures | | 0 | 0 | 0 | | 0 |
| 22 | Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 |
| 23 | OTHER SOURCES/USES OF FUNDS | | | | | | |
| 24 | OTHER SOURCES OF FUNDS (7000) | | | | | | 0 |
| 25 | OTHER USES OF FUNDS (8000) | | | | | | 0 |
| 26 | TOTAL OTHER SOURCES/USES OF FUNDS | | 0 | 0 | 0 | 0 | 0 |
| 27 | ESTIMATED ENDING FUND BALANCE | | 6,588,230 | 0 | 0 | 0 | 6,588,230 |

| | A | B | W | X | Y | Z |
|----|--|----------------|---|--------------------|--------------------|--------------------|
| 1 | *School Districts Only | | SUMMARY BUDGET ADDENDUM - DEFICIT REDUCTION PLAN ESTIMATED BUDGET <i>Date of Adoption:</i> <input type="text"/> <i>(Enter as MM/DD/YY)</i> | | | |
| 2 | | | | | | |
| 3 | 39055061061 | | | | | |
| 4 | <i>District Number</i> | | | | | |
| 5 | Macon-Piatt Spec Educ Int Agr | | | | | |
| 6 | <i>District Name</i> | | FY2025-2026 | FY2026-2027 | FY2027-2028 | FY2028-2029 |
| 7 | ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i> | | 6,588,230 | 6,588,230 | 6,588,230 | 6,588,230 |
| 8 | RECEIPTS/REVENUES | Acct # | | | | |
| 9 | LOCAL SOURCES | 1000 | 20,931,825 | 0 | 0 | 0 |
| 10 | FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT | 2000 | 0 | 0 | 0 | 0 |
| 11 | STATE SOURCES | 3000 | 1,433,228 | 0 | 0 | 0 |
| 12 | FEDERAL SOURCES | 4000 | 1,193,200 | 0 | 0 | 0 |
| 13 | Total Receipts/Revenues | | 23,558,253 | 0 | 0 | 0 |
| 14 | DISBURSEMENTS/EXPENDITURES | Funct # | | | | |
| 15 | INSTRUCTION | 1000 | 16,562,858 | 0 | 0 | 0 |
| 16 | SUPPORT SERVICES | 2000 | 6,788,289 | 0 | 0 | 0 |
| 17 | COMMUNITY SERVICES | 3000 | 131,106 | 0 | 0 | 0 |
| 18 | PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS | 4000 | 76,000 | 0 | 0 | 0 |
| 19 | DEBT SERVICES | 5000 | 0 | 0 | 0 | 0 |
| 20 | PROVISION FOR CONTINGENCIES | 6000 | 0 | 0 | 0 | 0 |
| 21 | Total Disbursements/Expenditures | | 23,558,253 | 0 | 0 | 0 |
| 22 | Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures | | 0 | 0 | 0 | 0 |
| 23 | OTHER SOURCES/USES OF FUNDS | | | | | |
| 24 | OTHER SOURCES OF FUNDS (7000) | | 0 | 0 | 0 | 0 |
| 25 | OTHER USES OF FUNDS (8000) | | 0 | 0 | 0 | 0 |
| 26 | TOTAL OTHER SOURCES/USES OF FUNDS | | 0 | 0 | 0 | 0 |
| 27 | ESTIMATED ENDING FUND BALANCE | | 6,588,230 | 6,588,230 | 6,588,230 | 6,588,230 |

Deficit Reduction Plan-Background/Assumptions (School Districts Only)

**Fiscal Year 2025-2026
through Fiscal Year 2028-2029**

Macon-Piatt Spec Educ Jnt Agr 39055061061

Please complete the following schedule and include a brief description to identify any areas of the budget that will be impacted from one year to the next. If the deficit reduction plan relies upon new local revenues, identify contingencies for further budget reductions which will be enacted in the event those new revenues are not available.

1. Background and Narrative of Budget Reductions:

2. Assumptions Used in the Deficit Reduction Plan:

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

Deficit Reduction Plan-Background/Assumptions (School Districts Only)

***Fiscal Year 2025-2026
through Fiscal Year 2028-2029***

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

- Has the district considered shared services or outsourcing (Ex: Transportation, Insurance)? If yes, please explain:

| Evidence-Based Funding: Fiscal Year 2026 Spending Plan Macon-Piatt Spec Educ Int Agr | | | | | |
|---|---|----------------------------|-----------------------|--|------|
| Part I: Achieving Student Growth and Making Progress Toward State Education Goals The questions below allow you to indicate the strategic priorities and strategies that will drive your efforts to achieve student growth and make progress toward state education goals. These may involve investing in any combination of an Organizational Unit's core resources: time, money, people, and programs. <i>Collaboration Opportunity - Organizational Units may find that Part I is most easily and effectively completed if led by program leaders in consultation with finance leaders.</i> | | | | | |
| 1) What are the Organizational Unit's strategic goals for student success for the 2025-26 school year? What measures will be used to evaluate progress? (No more than 2000 characters, including spaces.) | | | | | |
| | | | | | |
| | | Top Strategy 1 | Top Strategy 2 | Top Strategy 3 | |
| 2) Select the top three strategies that the Organizational Unit will employ to achieve student growth and make progress toward state education goals. (Select three different responses from the dropdown list.) | | | | | |
| If "Other" was selected in question 2, please describe. (No more than 1000 characters, including spaces.) | | | | | |
| Part II: Planned Use of Evidence-Based Funding The questions below provide an opportunity to document the stakeholders with whom you consulted and the data you analyzed as you determined your strategic allocations of FY 2026 EBF dollars. Key statistics related to EBF distributions are provided for your reference. Form 50-36/50-39 is typically released before current-year appropriations are known. Therefore, the figures provided are for the prior fiscal year. <i>Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed if led by finance leaders in consultation with program leaders.</i> | | | | | |
| Evidence-Based Funding Organizational Unit Results (FY 2025) | Final Resources / Adequacy Target = Percent of Adequacy | Average Student Enrollment | #N/A | Adequacy Target | #N/A |
| | | Final Resources | #N/A | Percent of Adequacy | #N/A |
| | Base Funding Minimum + Tier Funding = Gross State Contribution | Tier Assignment | #N/A | Gross State Contribution | #N/A |
| | | FY25 Base Funding Minimum | #N/A | FY 2025 Tier Funding | #N/A |
| | Within FY 2025 Gross State Contribution, Resources Attributable to Specific Populations | Low-Income Students | #N/A | | |
| | | English Learners (ELs) | #N/A | | |
| | | Special Education | #N/A | | |
| | | FY 2026 Tier Funding | Funding Type (Select) | *Note: Tier Funding allocations are published annually at https://www.isbe.net/Pages/ebfdistribution.aspx . Amounts are available in early August. Districts must use actual funding amounts if they are available before submitting the budget to ISBE. | |
| 1) FY 2026 Tier Funding Allocation*: Enter the dollar amount of Tier Funding (e.g., NEW MONEY only) allocated to the Organizational Unit for FY 2026. Select whether the amount is estimated or actual funding. | | | | | |
| | | Data Source 1 | Data Source 2 | Data Source 3 | |
| 2) Select the top three sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.) | | | | | |

| | | | | | | | |
|--|---|--|---|---|---|-------------------------------------|--|
| 3) | Indicate with which groups the Organizational Unit engaged to inform its intended allocation of EBF dollars. (Select any that apply; otherwise leave blank.) | Bilingual Program Director(s) | | Principals | | Bilingual Parent Advisory Committee | |
| | | Special Ed. Program Director(s) | | School Improvement Teams | | Other Parent Group(s) | |
| | | Other Program Leaders | | Teacher or Support Staff Unions | | Community Focus Group(s) | |
| | | School Board Members | | Other School Staff | | Other | |
| [Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (No more than 1000 characters, including spaces.) | | | | | | | |
| | | Priority Investment 1 | Priority Investment 2 | Priority Investment 3 | | | |
| 4) | Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2026 Base Funding Minimum (e.g., excluding Tier Funding). Choose "Other" if investments do not match the provided list. (Select three different responses. "Other" may be selected more than once if needed.) | | | | | | |
| If "Other" was selected in question 4, please describe. (No more than 1000 characters, including spaces.) | | | | | | | |
| <p align="center">Cost Factor Table</p> <p>The table below presents the regionally adjusted amount embedded in the Organizational Unit's FY 2025 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least \$5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at https://www.isbe.net/ebfspendingplan.</p> <p>5) Column G: If the Organizational Unit will receive at least \$5,000 in FY 2026 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2026 from Tier Funds only. Organizational Units are not expected to place a value in each cell. Rather, the table allows for the communication of priority investments with new state resources for the current fiscal year. During years in which there is no new Tier Funding, column G will not be required. During years in which Tier Funding is available, the amount of new Tier Funding entered in Q2.1/cell G31 above must equal the sum in cell G90 below. If some or all Tier Funding is invested outside of the cost factors, enter a dollar amount in cell G89 and provide additional context in the space for a narrative beginning in row 93.</p> <p>Column H: Optionally, Organizational Units may populate column H with total planned expenditures in FY 2026 for each cost factor from all revenue sources (e.g., not just from EBF). By comparing the figures in column F to the figures entered in column H, the Organizational Unit may engage local stakeholders in productive dialogue about resource allocation decisions.</p> | | | | | | | |
| Cost Factors | | Amount in FY 2025 Adjusted Adequacy Target | Budgeted FY 2026 Investments with New Tier Funding [N/A] | Budgeted FY 2026 Expenditures (All Resources) [Optional] | Optional District Narratives | | |
| Core Investments | Core Teachers | #N/A | | | Enter optional context for core investment decisions. | | |
| | Specialist Teachers | #N/A | | | | | |
| | Instructional Facilitator | #N/A | | | | | |
| | Core Intervention Teacher | #N/A | | | | | |
| | Substitute Teachers | #N/A | | | | | |
| | Guidance Counselor | #N/A | | | | | |
| | Nurse | #N/A | | | | | |
| | Supervisory Aide | #N/A | | | | | |
| | Librarian | #N/A | | | | | |
| | Librarian Aide | #N/A | | | | | |
| | Principal | #N/A | | | | | |
| | Assistant Principal | #N/A | | | | | |
| | School Site Staff | #N/A | | | | | |
| Subtotal | | #N/A | | | | | |

| | | | | | |
|--|---|---------------------|---------------|--|---|
| Per Student Investments | Gifted | #N/A | | Enter optional context for per student investment decisions. | |
| | Professional Development | #N/A | | | |
| | Instructional Materials | #N/A | | | |
| | Assessments | #N/A | | | |
| | Computer & Tech Equipment | #N/A | | | |
| | Student Activities | #N/A | | | |
| | Maintenance & Operations | #N/A | | | |
| | Central Office | #N/A | | | |
| | Employee Benefits | #N/A | | | |
| | Subtotal* | #N/A | | | |
| Additional Investments | Low-income Intervention Teacher | #N/A | | Enter optional context for additional investment decisions. | |
| | Low-income Pupil Support Staff | #N/A | | | |
| | Low-income Extended Day Teacher | #N/A | | | |
| | Low-income Summer School Teacher | #N/A | | | |
| | EL Intervention Teacher | #N/A | | | |
| | EL Pupil Support Staff | #N/A | | | |
| | EL Extended Day Teacher | #N/A | | | |
| | EL Summer School Teacher | #N/A | | | |
| | EL Core Teacher | #N/A | | | |
| | Sp Ed Teacher | #N/A | | | |
| | Sp Ed Instructional Assistant | #N/A | | | |
| | Sp Ed Psychologist | #N/A | | | |
| | Subtotal | #N/A | | | |
| | Other Investments | | | | |
| | Total** | #N/A | | Tier Funding Check (Cell G90) | |
| <p>*The subtotal for Per Student Investments is a calculated figure that adjusts salary portions of Central Office and Maintenance & Operations to account for regional salary differences. As a result, the sum of each individual cost factor will not equal the subtotal.</p> <p>**The total is the Final Adequacy Target (adjusted for Regionalization Factor) calculated in the Full FY 2025 EBF Calculation file. Due to differences in rounding, this figure may vary slightly from the sum of the subtotals in this table.</p> | | | | | |
| <p>If some or all Tier Funding was invested outside of the cost factors, please describe. (No more than 1000 characters, including spaces.)</p> | | | | | |
| <p align="center">Part III: Support for Special Student Groups</p> <p>EBF statute sets aside specific allocations to be spent for special education, English learners, and low-income students. Per statute these designated funds must be spent on programs and services benefiting these specific student groups. Funds for English learners and low-income students must be spent in addition to, and not in lieu of, funding that supports general programs of instruction for all students. Funds attributable to special education must be used for the provision of special education facilities and services as outlined in ILCS 14-1.08. Current-year EBF amounts attributable to each of the special student groups must be reported in Question 1 below (cells G100-G102). If the Organizational Unit received at least \$5,000 for any of the student groups, a response to Questions 2 through 4 below is required. For amounts less than \$5,000, a response is optional for those questions. All other EBF funds may be spent in any manner deemed appropriate by the school district.</p> <p align="center"><i>Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed through collaboration between program leaders affiliated with each student group and finance leaders.</i></p> | | | | | |
| 1) | FY 2026 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY26 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual. | Low-income Students | Enter Amounts | Select type | *Note: Allocations for each of the three student groups are published annually at isbe.net/ebfdist under "Reports." Amounts are typically available by September 1. Districts must use actual funding amounts if they are available before submitting the budget to ISBE. |
| | | English Learners | | | |
| | | Special Education | | | |
| | | | | | |

| | | | | | | | | |
|--|---|---|--|---------------------------------------|--|------------------------------|--|--|
| 2) | Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Optional | Low-Income Intervention Teacher | | Low-Income Extended Day Teacher | | Other Investments | | |
| | | [Optional - Enter \$] | | [Optional - Enter \$] | | [Optional - Enter \$] | | |
| | | Low-Income Pupil Support Staff | | Low-Income Summer School Teacher | | | | |
| | | [Optional - Enter \$] | | [Optional - Enter \$] | | | | |
| Additional context for the Organizational Unit's planned use of dollars attributable to low-income students in FY 2026. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.) | | | | | | | | |
| 3) | Organizational Unit investment of EBF dollars for English learners: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Optional | English Learner Intervention Teacher | | English Learner Extended Day Teacher | | English Learner Core Teacher | | |
| | | [Optional - Enter \$] | | [Optional - Enter \$] | | [Optional - Enter \$] | | |
| | | English Learner Pupil Support Staff | | English Learner Summer School Teacher | | Other Investments | | |
| | | [Optional - Enter \$] | | [Optional - Enter \$] | | [Optional - Enter \$] | | |
| Additional context for the Organizational Unit's planned use of dollars attributable to English learners in FY 2026. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.) | | | | | | | | |
| 4) | Organizational Units investment of EBF dollars for Special Education: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Optional | Special Education Teacher | | Special Education Psychologist | | | | |
| | | [Optional - Enter \$] | | [Optional - Enter \$] | | | | |
| | | Special Education Instructional Assistant | | Other Investments | | | | |
| | | [Optional - Enter \$] | | [Optional - Enter \$] | | | | |
| Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2026. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.) | | | | | | | | |
| Plan Assurances | | | | | | | | |
| Please complete the assurances below related to Article 14C of the Illinois School Code, which contains provisions for EL services, parent participation, and the use of EBF dollars provided for English learners. It is the joint responsibility of home and serving entities to ensure compliance related to the use of state funding provided for English learners. Organizational Units should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Responses in this section are only required if an Organizational Unit receives any amount of EBF dollars attributable to English learners. | | | | | | | | |
| Collaboration Opportunity - Organizational Units may find that the plan assurances are most easily and effectively completed if led by program leaders. | | | | | | | | |
| 1). "I hereby affirm that at least 60% of the school district's state funds attributable to English learners will be used for instructional costs of programs and services for English learners (function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of state funds attributable to English learners will also be used to serve English learners." <div style="border: 1px solid black; height: 15px; width: 100%;"></div> 2). "My school district has at least one attendance center with 20 or more English learners (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least one attendance center with 20 or more English learners (including parent refusals) who speak the same home language other than English in pre-K." <div style="border: 1px solid black; height: 15px; width: 100%;"></div> 3). "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2025." <div style="border: 1px solid black; height: 15px; width: 100%;"></div> 4). Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2025-26. <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px;">BPAC Meeting (MM/DD/YYYY)</div> <div style="border: 1px solid black; flex-grow: 1;"></div> </div> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px;">Name of Chair</div> <div style="border: 1px solid black; flex-grow: 1;"></div> </div> | | | | | | | | |

| Spending Plan Completion Tracker | | |
|---|------------|---|
| Use the information below to confirm completion of all required questions. Note that the "status" column adjusts to responses, so the tracker is most helpful to consult <u>after</u> you have completed the spending plan. | | |
| Question | Status | Acceptance Criteria |
| Part 1, Q1 | Incomplete | Character length of response must be >10 and <=2000, including spaces. |
| Part 1, Q2 | Incomplete | A <u>different</u> response must be selected in G11, I11, and L11; cells cannot be blank. |
| Part 1, Q2 (Narrative) | Complete | Response required only if "Other" selected in G11, I11, or L11; character length of response must be >10 and <=1000, including spaces. |
| Part 2, Q1 | Incomplete | A numeric value must be entered in cell G31 (estimated or actual Tier Funding, or 0 if appropriations did not include Tier Funding). A type must be selected in cell H31. |
| Part 2, Q2 | Incomplete | A <u>different</u> response must be selected in G35, I35, and L35; cells cannot be blank. |
| Part 2, Q3 | Incomplete | At least one response must be selected. |
| Part 2, Q4 | Incomplete | Cells G43, I43, and L43 cannot be blank. "Other" may be selected more than once, but other responses may not be repeated. |
| Part 2, Q4 (Narrative) | Complete | Response required only if "Other" selected in G43, I43, or L43; character length of response must be >10 and <=1000, including spaces. |
| Part 2, Q5 (Cell G90) | Incomplete | Cell G90 must be equal to the value in cell G31. |
| Part 2, Q5 (Narrative) | Complete | Response required only if a value was entered in cell G89; character length of response must be >10 and <=1000, including spaces. |
| Part 3, Q1 Low-Income Funds | Incomplete | A numeric value must be entered. A type must be selected in cell H100. |
| Part 3, Q1 English Learner Funds | Incomplete | A numeric value must be entered, which may be "0" if the organizational unit received no funding for the specified student group. A type must be selected in cell H101. |
| Part 3, Q1 Spec. Ed. Funds | Incomplete | A numeric value must be entered. A type must be selected in cell H102. |
| Part 3, Q2 | Complete | At least one response must be selected. |
| Part 3, Q2 (Narrative) | Complete | Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces. |
| Part 3, Q3 | Complete | At least one response must be selected. |
| Part 3, Q3 (Narrative) | Complete | Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces. |
| Part 3, Q4 | Complete | At least one response must be selected. |
| Part 3, Q4 (Narrative) | Complete | Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces. |
| Assurances 1 | Complete | Response required if the value entered in cell G101>0. |
| Assurances 2 | Complete | Response required if the value entered in cell G101>0. |
| Assurances 3 | Complete | Response required if "Yes" selected in cell E133. |
| Assurances 4 (Meeting Date) | Complete | Response required if "Yes" selected in cell E133; enter date in MM/DD/YYYY format. |
| Assurances 4 (Name of Chair) | Complete | Response required if "Yes" selected in cell E133. |

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)*(For Local Use Only)****This is an estimated Limitation of Administrative Costs Worksheet only and will not be accepted for Official Submission of the Limitation of Administrative Costs Worksheet.***

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2026 budgeted expenditures over actual FY2025 expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

The official Limitation of Administrative Costs Worksheet is attached to the end of the Annual Financial Report (ISBE Form 50-35) and must be submitted in conjunction with that report. An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at: [Limitation of Administrative Costs](#)

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET
 (Section 17-1.5 of the School Code)
School District Name: **Macon-Piatt Spec Educ Jnt Agr**RCDT Number: **39055061061**

| | | Estimated Actual Expenditures, Fiscal Year 2025 | | | | Budgeted Expenditures, Fiscal Year 2026 | | | |
|---|------------|---|-------------------------------|-----------|-------|---|-------------------------------|-----------|-------------------|
| | | (10) | (20) | (80) | | (10) | (20) | (80) | |
| Description | Funct. No. | Educational Fund | Operations & Maintenance Fund | Tort Fund | Total | Educational Fund | Operations & Maintenance Fund | Tort Fund | Total |
| 1. Executive Administration Services | 2320 | | | | 0 | 0 | | 0 | 0 |
| 2. Special Area Administration Services | 2330 | | | | 0 | 1,835,370 | | 0 | 1,835,370 |
| 3. Other Support Services - School Administration | 2490 | | | | 0 | 0 | | 0 | 0 |
| 4. Direction of Business Support Services | 2510 | | | | 0 | 0 | 0 | 0 | 0 |
| 5. Internal Services | 2570 | | | | 0 | 500 | | 0 | 500 |
| 6. Direction of Central Support Services | 2610 | | | | 0 | 0 | | 0 | 0 |
| 7. Deduct - Early Retirement or other pension obligations required by state law and included above. | | | | | 0 | | | | 0 |
| 8. Totals | | 0 | 0 | 0 | 0 | 1,835,870 | 0 | 0 | 1,835,870 |
| 9. Estimated Percent Increase (Decrease) for FY2026 (Budgeted) over (Actual) FY 2025 | | | | | | | | | Enter Actual Data |

REPORTING OF PUBLIC VENDOR CONTRACTS OF \$1,000 OR MORE (School Districts Only)

In accordance with the School Code, Section 10-20.21, all school districts are required to file a report listing 'vendor contracts' as an attachment to their budget. In this context, the term "vendor contracts" refers to "all contracts and agreements that pertain to goods and services that were intended to generate additional revenue and other remunerations for the school district in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services. **The report is to list information regarding such contracts for the fiscal year immediately preceding the fiscal year of the budget.** All such contracts executed on or after July 1, 2007 must be approved by the school board.

See: School Code, Section 10-20.21 - Contracts

[illegible]

Reference Description

- 1 Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #720 and #730 (audit figures, if available).
- 2 Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).
- 3 Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.
- 3^a Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14
- 4 Principal on Bonds Sold:
 - (1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.
 - (2) Refunding Bonds can be entered in the Debt Services Fund only.
 - (3) Building Bonds can be entered in the Capital Projects Fund only.
 - (4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.
- 5

The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.
- 6 The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.
- 7 Cash plus investments must be greater than or equal to zero.
- 8

For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).
- 9 For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).
- 10 Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).
- 11 Include revenue accounts 1110 through 1115, 1117, 1118 & 1120.
- 12

The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.
- 13

Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.
- 14

Only tuition payments made to private facilities. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.
- 15 Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness (principal only) otherwise reported within the fund - e.g.: alternate revenue bonds. (Describe & Itemize)
- 16 Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)
 Only abatement of working cash fund can transfer its funds to any fund in most need of money
 (see 105 ILCS 5/20-10 for further explanation)

CHECK FOR ERRORS

This worksheet checks various cells to assure that selected items are in balance.

Please fix errors below before submitting to ISBE.

| Budget Item References | Message |
|---|--|
| 1. Deficit Reduction Plan (DefReductPlan 23-27 tab) | |
| Is Deficit Reduction Plan Required? (Joint Agreements do not complete Deficit Reduction Plan.) | Deficit Reduction Plan is not required |
| If required, is Deficit Reduction Plan completed? (DefReductPlan 23-27 tab) | |
| 2. Cover Page (Cover tab) | |
| District Name must be selected from drop-down. (Cell H13) | OK |
| Accounting Basis must be selected on Cover sheet. | OK |
| Dates (Day, Month, Year) must be input on Cover sheet. | ERROR - INPUT DATE(S) |
| Board Names must be typed on Cover sheet. | ERROR - TYPE BOARD NAMES |
| 3. Budget Summary: Other Sources (BudgetSum 2-4 tab - Acct 7000) must equal Other Uses (BudgetSum 2-4 tab - Acct 8000). | |
| Estimated Beginning Fund Balance July, 1 2025 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.) | OK |
| Estimated Activity Fund Beginning Fund Balance July, 1 2025 (Cell C83) (Cell must have a number or zero. Do not leave blank.) | OK |
| Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52). | OK |
| Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53). | OK |
| Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60). | OK |
| Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64). | OK |
| Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68). | OK |
| Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72). | OK |
| Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76). | OK |
| 4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2024 (CashSum 5 tab, All Funds) cannot be negative. | |
| Educational (Fund 10 - Cell C3) | OK |
| Operations & Maintenance (Fund 20 - Cell D3) | OK |
| Debt Service (Fund 30 - Cell E3) | OK |
| Transportation (Fund 40 - Cell F3) | OK |
| Municipal Retirement/Social Security (Fund 50 - Cell G3) | OK |
| Capital Projects (Fund 60 - Cell H3) | OK |
| Working Cash (Fund 70 - Cell I3) | OK |
| Tort (Fund 80 - Cell J3) | OK |
| Fire Prevention & Safety (Fund 90 - Cell K3) | OK |
| Activity Funds (Cell C23) | OK |
| 5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2024 (CashSum 5 tab - All Funds) cannot be negative. | |
| Educational (Fund 10 - Cell C21) | OK |
| Operations & Maintenance (Fund 20 - Cell D21) | OK |
| Debt Service (Fund 30 - Cell E21) | OK |
| Transportation (Fund 40 - Cell F21) | OK |
| Municipal Retirement/Social Security (Fund 50 - Cell G21) | OK |
| Capital Projects (Fund 60 - Cell H21) | OK |
| Working Cash (Fund 70 - Cell I21) | OK |
| Tort (Fund 80 - Cell J21) | OK |
| Fire Prevention & Safety (Fund 90 - Cell K21) | OK |
| 6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) must equal Other Disbursements (CashSum 5 tab). | |
| Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15). | OK |
| Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16). | OK |
| 7. Estimated Revenue (EstRev 6-11 tab) | |
| Amounts must be input for revenue. | OK |
| 8. Estimated Expenditures (EstExp 12-20 tab) | |
| Amounts must be input for expenditures. | OK |
| 9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab. | |
| Include brief note(s) describing revenue source. | OK |
| Include brief note(s) describing expenditure use. | OK |
| 10. EBF Spending Plan | |
| All required questions have been answered. | OK |

End of Balancing