

Operational Services

Administrative Procedure - Bus Driver Communication Devices; Pre-Trip and Post-Trip Inspection; and Bus Driving Comments

Bus Driver Communication Devices

State law prohibits a school bus driver from operating a school bus while using a cellular radio telecommunication device, [which includes a cell phone](#). It requires each school bus to contain either an operating cellular radio telecommunication device or two-way radio while the school bus driver is in possession of the school bus. The cellular radio telecommunication device or two-way radio must be turned on and adjusted in a manner that would alert the driver of an incoming communication request. 625 ILCS 5/12-813.1(b), (e).

Bus drivers may still have cell phones although they are prohibited from using cell phones [or any cellular radio telecommunication device](#) for anything, including personal use, while operating a bus except: (1) in an emergency situation to communicate with an emergency response operator; a hospital; a physician's office or health clinic; an ambulance service; a fire department, fire district, or fire company; or a police department; (2) to call for assistance in the event of a "mechanical breakdown or other mechanical problem;" (3) to communicate with school authorities or their designees about bus operation or the welfare and safety of any passengers on the bus; or (4) when the bus is parked. 625 ILCS 5/12-813.1(c).

Bus/Vehicle Pre-Trip and Post-Trip Inspection¹

All school bus drivers, whether employed by the School District or private sector school bus company, shall perform each of the following:

1. Comply with the applicable pre-trip inspection of the mechanical and safety equipment on the school bus listed on the *School Bus Driver Pre-Trip Inspection Form* (92 Ill.Admin.Code §§458.1030 and 458.ILLUSTRATION A, *School Bus Driver's Pretrip Inspection Form*). **Note:** 92 Ill. Admin. Code §458.1030(u) requires any variations from the form to be approved by the Dept. of Transportation by calling (217) 785-3031 or writing to:
 Vehicle-Inspection Unit Manager
 Ill. Dept. of Transportation, Div. of Traffic Safety
 1340 North 9th St.
 P.O. Box 19212
 Springfield, IL 62794-9212
2. Test the cellular radio communication device or two-way radio and ensure that it is functioning properly before the bus is operated. 625 ILCS 5/12-816.

The footnotes should be removed before the material is used.

¹ 625 ILCS 5/12-816(a) requires districts to have a pre-trip and post-trip inspection policy. Sample policy 4:110, *Transportation*, requires the superintendent or designee to develop the inspection procedures. 23 Ill.Admin.Code §1.510 [requires bus drivers to follow this administrative procedure.](#) ~~and~~ 92 Ill.Admin.Code §440.420(h) requires [that if a mechanical or electronic child check system is installed, then it must illuminate the interior lights on the bus when the ignition is turned off](#) ~~bus drivers to follow this procedure.~~ 92 Ill.Admin.Code §1035.45 requires the bus driver's prospective or current employer to notify the Secretary of State whenever the bus driver failed to perform the pre-trip and post-trip inspection process.

3. Perform a visual sweep for children or other passengers at the end of a route, work shift or workday by:
 - a. Activating interior lights of the school bus to assist the driver in searching in and under each seat (625 ILCS 5/12-816(c)), and
 - b. Walking to the rear of the school bus/vehicle checking in and under each seat (625 ILCS 5/12-816(a), (b)).

If a mechanical post-trip inspection reminder system is installed, the driver shall comply with the requirements of that system. 625 ILCS 5/12-816(d).

Bus Driving Comments ²

Each school bus and multifunction school activity bus shall display a sign at the rear, with letters and numerals readily visible and readable, in the following form:

TO COMMENT ON MY DRIVING, CALL [*insert District area code and telephone number*] ³

Driving comments shall be accepted in the following manner:

1. Calls to comment on school bus driving shall be directed to the Superintendent or designee.
2. The Superintendent or designee shall conduct an internal investigation of the events that led to each complaint. Required for districts that own school buses by 625 ILCS 5/12-821(c)(1).
3. The Superintendent or designee shall inform the commenting party of the results of any investigation and the action, if any, taken to remedy the situation. Required for districts that own school buses by 625 ILCS 5/12-821(c)(2).

The footnotes should be removed before the material is used.

² This section applies only to districts that own school buses. 625 ILCS 5/12-821(b). The Ill. Vehicle Code requires school bus owners to display an area code and telephone number at the rear of all buses for the purpose of commenting on school bus driving. Id. at (a). It allows school bus owners who, before 1-1-10, placed a sign without an area code to use that sign until the owner replaces the sign. School bus owners must also establish their own procedures for accepting calls and taking complaints. Id. at (b).

Although not mandatory, best practice for school districts that do not own school buses is to replace the content of this subhead with the following sentences; the procedural expectation should also be included in contracts with private carriers:

Every comment that a private company receives about a driver must be noted in writing along with the follow-up activity, and a copy sent or emailed to the Superintendent or designee. The Superintendent will communicate regularly with the school bus owner to ensure bus driving comments are accepted and investigated in accordance with State law.

³ An area code in addition to the telephone number of the school bus owner must be displayed, regardless of whether the owner is a school district or another person or entity. 625 ILCS 5/12-821(a). This sample administrative procedure's language assumes the district owns the school bus.

Although not mandatory, school districts that do not own school buses should replace #2 with the following sentences; the procedural expectation should also be included in contracts with private carriers:

Every comment that a private company receives about a driver must be noted in writing along with the follow-up activity, and a copy sent or emailed to the Superintendent or designee. The Superintendent will communicate regularly with the school bus owner to ensure bus driving comments are accepted and investigated in accordance with State law.

Operational Services

Exhibit - Accident or Injury Form ¹

The supervisory staff member must complete this form for submission to the Superintendent whenever any person is injured on District property or at a District-sponsored event.

Name of injured person _____

Date of Birth _____ Telephone _____

Email _____

Address _____

Class, activity, or event _____

Accident location _____

Accident date _____ Time of accident _____

How did the accident occur? (Describe sequence of events) _____

Emergency contact notified? ☐ Yes ☐ No If no, explain why: _____

If yes, provide the following:

Contact name _____ Relationship _____

Time and method of contact _____ By whom _____

Witnesses Information

Name	Address	Telephone	<u>Email</u>

First aid administered? ☐ Yes ☐ No *(please explain):* _____

If yes, describe first aid administered and by whom: _____

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¹ A completed accident form can provide useful information for examining and evaluating risks as well as defending a lawsuit. Many insurance companies require completion of their own forms, which may be adequate without an additional accident form.

Supervisor (*please print*)

Supervisor Signature

Date

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Operational Services

Exhibit - Memo to Staff Members Regarding Contacts by Media About a Crisis

If the media attempts to contact you about a death or other crisis, please follow these guidelines:

1. It is perfectly ~~correct~~acceptable to tell a reporter that you would rather not comment on the incident, especially if it has been an emotional strain. Rather than shouting, “No comment” (which could imply that you are trying to hide something), say something like, “~~T~~This incident has affected the school community greatly, and I would prefer to not comment on it.” ~~One~~You should then refer the reporter to the Safety Program Coordinator, the person designated for the District’s public relations, or other designated spokesperson.
2. According to School Board policy, ~~and~~ the Family Educational Rights and Privacy Act (FERPA), and the Ill. School Student Records Act (ISSRA), the only information about a student that the school is allowed to release is ~~a verification of period of attendance at the school. If the parent/guardian of a student under age 18, or a student aged 18 or older, gives permission, then certain directory~~ information (name, address, grade level, participation in sports or activities, awards received, period of attendance in the school, etc. as defined by the District in its procedures implementing Board policy 7:340, Student Records), except that the parent/guardian of a student under age 18, or a student aged 18 or older, may prohibit its release may also be released. In the event of such approval Where no prohibition is on file, that information will be given to the media by the Superintendent or the designated spokesperson may provide that information to the media.
3. Best practices ~~are~~is to avoid specific comments about students, such as the following: “_____ was a B student,” “_____ was having trouble in class, and had been referred to the social worker last week,” and “_____ was constantly in trouble for dealing drugs and smoking on school grounds.” Do not speculate, assume, or hypothesize. If a reporter persists with ~~these~~ questions, say something like, “Board policy prohibits me from specifically commenting on any student. Furthermore, I wish to respect the family’s privacy.”
4. Do not feel compelled to correct a reporter if a reporter tells you incorrect information. For example, to try and obtain more information, a reporter might say, “I was informed the student was failing....” Refer the reporter to the Safety Program Coordinator, the person designated for the District’s public relations, or ~~the other~~ designated spokesperson.
5. For persistent reporters, it may be helpful to acknowledge that you understand that ~~he or she~~ has~~they have~~ a job to do, but you have a job to do as well, and you do not have the authority to comment.
6. If you choose, you may make your own personal comments about how the crisis has affected you. If the incident involved an athlete’s death, the coach might say, “_____’s death is very tragic, and the team and I will miss him/her/them.”
7. You may also address actions the school is taking to deal with the crisis. For example, you could say, “Although this is a terrible situation, we are fortunate to have a crisis plan to counsel students and faculty who are understandably upset.”
8. Do not agree to set up interviews with students. All requests for interviews should be directed to the Safety Program Coordinator, the person designated for the District’s public relations, or ~~the other~~ designated spokesperson.

9. Media ordinarily should not be in a school building following a crisis (see *Appendix F: Planning for the Psychological Aftermath of School Tragedy* of the Ill. State Board of Education *School Emergency and Crisis Response Plan Guide*, available at: www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx). If you are approached by a member of the media in a school building, immediately notify the Building Principal or other administrator.
10. Do not speculate or comment on the cause of death or other crisis, especially in an apparent suicide or murder. Tell reporters that information on the death should be obtained from the police department.
11. Remember, you do not have to answer any questions ~~at all~~ and may choose to simply refer all reporters to the Safety Program Coordinator, the person designated for the District's public relations, or ~~the other~~ designated spokesperson.

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Operational Services

Administrative Procedure - Routine Communications Concerning Safety and Security

This procedure's purpose is to identify and organize the District's routine communications to stakeholders regarding safety and security. These routine communications are an integral part of the District's coordinated communication system. Communications to stakeholders that do not concern safety or security are organized with their respective topics.

Form, Memo, or Letter	Explanation
4:15-E1, <i>Letter to Employees Regarding Protecting the Privacy of Social Security Numbers</i> 4:15-E2, <i>Statement of Purpose for Collecting Social Security Numbers</i> 4:15-E3, <i>Statement for Employee Manual or District Website Describing the District's Purpose for Collecting Social Security Numbers</i>	Board policy makes the Superintendent responsible for ensuring that the District complies with the Identity Protection Act, 5 ILCS 179/. The letter in exhibit 4:15-E1 informs staff members about their obligation to protect the privacy of s Social s Security numbers. Exhibits 4:15-E2 and 4:15-E3 fulfill the requirement in the Identity and Protection Act to provide a statement of the purposes for which the District is collecting and using s Social s Security numbers.
4:110-E, <i>Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses</i>	The parent/guardian of a student with special needs or medical conditions completes this form to provide information to bus drivers and emergency medical technicians. One copy is kept at the school and another copy on the student's school bus in a secure location. 105 ILCS 5/10-20.35 encourages, but does not require, this communication.
4:170-AP1, E1, <i>Accident or Injury Form</i>	This form documents an accident or injury. It provides useful information for examining and evaluating risks. Many insurance companies require completion of their own forms.
4:170-AP1, E2, <i>Memo to Staff Members Regarding Contacts by Media About a Crisis</i>	This memo is intended to encourage staff members to refer questions from the media to the District spokesperson to avoid disseminating incomplete or inaccurate information, or unintentionally violating student privacy rights.
4:170-AP2, E1, <i>Letter to Parents/Guardians Regarding Student Safety</i>	This letter is intended to gain the support and cooperation of parents/guardians concerning the District's safety and security plan. It should align with 4:170-AP1, <i>Comprehensive Safety and Security Plan</i> .
4:170-AP2, E2, <i>Letter to Parents/Guardians Regarding the Dangers of Underage Drinking</i>	This letter informs parents/guardians about: (1) the dangers of underage drinking, (2) the prohibition on serving alcohol to minors, and (3) the punishment for

Form, Memo, or Letter	Explanation
	violating these laws. House Resolution 98-162 encourages, but does not require, this communication.
4:170-AP2, E3, <i>Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers</i>	This letter informs parents/guardians about social media apps that can be harmful and disruptive. It describes <i>hyperlocal</i> social media apps, e.g., <i>YikYak</i> , that use GPS on cell phones to target groups in specific areas; and temporary social media apps that offer a false sense of anonymity or a false belief that content disappears after a certain set time limit , e.g., ask.fm and Snapchat ; and gaming apps that may present safety risks, e.g., Roblox.
4:170-AP2, E4, <i>Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i>	Informing <u>This letter informs</u> parents/guardians about sexting, <u>which</u> may help gain their support and cooperation to end sexting and its resulting disruption to the educational environment.
4:170-AP2, E5, <i>Notice to Parents/Guardians of Lockdown Drill; Opt-out</i>	This notification informs <u>notifies</u> parents/guardians in advance of any law enforcement lockdown drill addressing a school shooting incident that involves student participation, as required by 105 ILCS 128/20(c), <u>amended by P.A. 103-197.</u>
<u>4:170-AP2, E6, <i>Letter to Parents/Guardians About Safe Firearm Storage</i></u>	<u>This letter informs parents/guardians of the benefits of safe firearm storage for keeping the school community, buildings, and grounds safe.</u>
4:170-AP6, E1, <i>School Staff AED Notification Letter</i>	This letter informs staff members of <u>automated external defibrillator (AED)</u> locations and instructions for responding to medical emergencies, as required by 77 Ill.Admin.Code §527.800(b).
4:170-AP6, E2, <i>Notification to Staff and Parents/Guardians of CPR and AED Video</i>	This notification inform <u>exhibit notifies</u> parents/guardians and staff of the training video on hands-only cardiopulmonary resuscitation and automated external defibrillators <u>AEDs</u> available on the Ill. High School Association (IHSA) website. Required by 105 ILCS 25/1.10.
4:175-AP1, E1, <i>Informing Parents/Guardians About Offender Community Notification Laws</i>	This notification inform <u>exhibit notifies</u> parents/guardians that information about sex offenders and violent offenders against youth is available on the Ill. State Police's website. It is provided during school registration or parent-teacher conferences, as required by 730 ILCS 152/.

Form, Memo, or Letter	Explanation
6:235-AP1, <i>Acceptable Use of the District's Electronic Networks</i> 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> 6:235-E3, <i>Online Privacy Statement</i> <u>6:235-E4, <i>Online Safety Resources</i></u>	Internet safety is promoted by wide distribution of the District's rules and guidelines <u>and other resources for parents/guardians and students</u>.
6:235-E54, <u><i>Children's Online Privacy Protection Act Keeping Yourself and Your Kids Safe on Social Networks</i></u>	Many parents/guardians are unaware that the Children's Online Privacy Protection Act gives them control over the types of information that websites can collect from their children. This document's purpose is to provide information to <u>informs</u> parents/guardians about this Act.
6:250-E, <i>Resource Person and Volunteer Information Form and Waiver of Liability</i>	Board policy makes the Superintendent responsible for establishing procedures for securing and screening resource persons and volunteers. This form is completed by an individual who wants to be a resource person and/or volunteer in a school.
7:180-AP1, E2, <i>Be a Hero by Reporting Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit's purpose is to <u>encourages</u> reporting by both witnesses and victims.
7:180-AP1, E3, <i>Memo to Staff Regarding Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit informs staff members about the District's anti-bullying program and its expectations of staff members.
7:180-AP1, E4, <i>Memo to Parents/Guardians Regarding Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit informs parents/guardians of the District's anti-bullying program and encourages them to help the District identify students who are being bullied.
7:180-AP1, E5, <i>Report Form for Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This form is completed by the bullying target, witness, or other person and submitted to the Building Principal's office. Its purpose is to expedite bullying reports.
7:185-E, <i>Memo to Parents/Guardians Regarding Teen Dating Violence</i>	This memo informs students and their parents/guardians about the Board's policy prohibiting teen dating violence. Required by 105 ILCS 110/3.10(b)(5) <u>5/27-240(a)(5)</u>, <u>renumbered by P.A. 104-391</u>.

Form, Memo, or Letter	Explanation
7:270-E1, <i>School Medication Authorization Form</i>	This form offers a systematic process for parents/guardians to provide notice and instructions to the school nurse or other staff member regarding <u>student use of medications, asthma inhalers, and/or epinephrine injectors during school hours or school-related activities.</u>
7:270-E2, <i>School Medication Authorization Form - Medical Cannabis</i>	This form offers a systematic process for parents/guardians to provide notice and instructions to the school nurse or other staff member regarding student use of medical cannabis <u>during school hours or school-related activities.</u>
7:280-E3, <i>Preventing Staphylococcal Infections for Schools</i>	This exhibit contains information for <u>letter informs</u> students and their parents/guardians and staff members <u>concerning about</u> preventing staphylococcal infections in schools.
7:300-E1, <i>Agreement to Participate</i>	This exhibit documents that a student athlete and his or her parent/guardian were informed about the risks inherent in sports and received IHSA's: (1) information about performance enhancing substances testing program, and (2) Concussion Information Sheet. It also asks the parent/guardian for emergency contacts.
7:300-E2, <i>Certificate of Physical Fitness for Participation in Athletics</i>	This certificate provides <u>documents</u> ation that the parent/guardian believes that his or her student athlete is in good health and capable of participating in the sport or activity. The parent/guardian also provides a short medical history and current medications for the student athlete.
7:300-E3, <i>Authorization for Medical Treatment</i>	Parents/guardians sign this form to authorize medical treatment of their child who is a student athlete.
8:30-E1, <i>Letter to Parent Regarding Visits to School by Child Sex Offenders</i>	This exhibit informs parents/guardians that State law restricts when a child sex offender may be on school property. It provides instructions to any parent/guardian who is a child sex offender.
8:30-E2, <i>Child Sex Offender's Request for Permission to Visit School Property</i>	A child sex offender uses this exhibit to request permission to visit school property. He or she must provide the reason(s) for seeking permission to visit school property.

Operational Services

Administrative Procedure - National Terrorism Advisory System

The National Terrorism Advisory System (NTAS) is designed to convey timely information to the American public about terrorist threats. NTAS issues two types of advisories: *Bulletins* and *Alerts*, which are described below:

Bulletins — Communicate current developments or general trends about terrorism threats without necessarily indicating a specific threat. This means a Bulletin provides broad terrorism threat information that allows recipients to quickly take protective measures.

Alerts — Are only issued when specific, credible information about a terrorist threat is available. An Alert may include specific information, if available, about the nature of the threat, including the geographic region, mode of transportation, or critical infrastructure potentially affected by the threat, as well as steps that individuals and communities can take to protect themselves and help prevent, mitigate, or respond to the threat. Alerts carry an expiration date and will be automatically canceled on that date. Updates to an Alert, as well as its cancellation of an Alert, will be distributed in the same way as the original Alert.

Alerts will state whether a threat is *elevated* or *imminent* as follows:

A threat is *elevated* if there is no specific information about the timing or target.

A threat is *imminent* if the threat is believed to be specific and impending.

NTAS advisories are issued by the U.S. Dept. of Homeland Security at: www.dhs.gov/national-terrorism-advisory-system.

District Response Measures

The Superintendent or designee is responsible for tracking Bulletins and Alerts and disseminating those that merit administrative review.

After receiving an NTAS advisory, the Superintendent, Building Principal or other appropriate administrator (*administrator*) will review it and determine what response measures, if any, should be taken. To determine the appropriate response, the administrator should assess the threat to District activities for which he or she is responsible and consider reviewing the threat with other administrators and/or public safety officials. A range of potential response measures are listed below in the column entitled **Potential Response Measures in Addition to Any Suggested by the NTAS Advisory**.

The Superintendent and Building Principal(s) should strongly consider closing school(s) and canceling activities whenever there is an imminent threat to the District or one of its buildings.

Response Category	Potential Response Measures in Addition to Any Suggested by the NTAS Advisory
Emergency Planning and Preparedness	Update the s School e Emergency o Operations and e Crisis r Response p Plan (SEOCRP), specifically the emergency and disaster response procedures. See administrative procedure

Response Category	Potential Response Measures in Addition to Any Suggested by the NTAS Advisory
	4:170-AP1, <i>Comprehensive Safety and Security Plan</i>, at Sections G and H. Address critical emergency needs under the direction of public safety officials. Coordinate emergency plans with county, State, and federal agencies. Inventory emergency supplies and equipment. Maintain current emergency communication lists for employees and students. Test alternative communication capabilities. Designate an alternative communications center located off school property. Review parent/guardian notification procedures. Review procedures to reunite students with their parents/guardians should schools close mid-day.
Communication/Activities with Employees	Instruct employees to report suspicious activities or persons to the administrative office. Conduct emergency and disaster response training for all employees. Disseminate emergency communications methods and resources, e.g., where to get information, to employees. Review SEOCRP with all employees. Update employee emergency contact numbers.
Communication/Activities with Students	Instruct students to report suspicious activities or persons to any employee. Conduct school safety drills with students.
Classes and School Activities	Close school(s) early. Cancel classes. Cancel outside activities and field trips. Cancel all activities. Cancel regular and/or extracurricular bus service.
Building and Grounds Security	Reassess facility security measures, e.g., lock exterior doors. Increase building security throughout the school system. Implement visitor control procedures.

Response Category	Potential Response Measures in Addition to Any Suggested by the NTAS Advisory
	Limit visitor access to school. Prohibit visitor access to school. Prohibit parking near buildings. Request police department to increase patrols around school. Take additional precautions during events and activities, e.g., hiring additional security staff, restricting public access, or canceling the event/activity. In anticipation of a building lockdown, ensure each school building has a reasonable supply of food, drinking water, medical supplies, back-up communication equipment, generator, batteries, etc.
Parent/Guardian Communication	Disseminate emergency communications methods and resources, e.g., where to get information, to parents/guardians and the community. Update student emergency contact numbers. Test parent/guardian notification procedures. Increase communication with parents/guardians and community via website and email distribution. Inform parents/guardians of procedures to reunite students with parents/guardians should schools close mid-day.

Resources

For further information on NTAS (including to access NTAS Bulletins or Alerts, view sample NTAS advisories, sign up to receive NTAS Alerts, or add NTAS Alerts to a website) see: www.dhs.gov/national-terrorism-advisory-system.

Operational Services

Administrative Procedure - School Action Steps for Pandemic Influenza or Other Virus/Disease

Building a strong relationship with the local health department and emergency medical agencies is critical for developing a meaningful school action plan to address pandemic influenza (flu) or other viruses/diseases. The key planning activities in this checklist should build upon the School District's existing contingency plans.

The following is a list of important step-by-step actions school officials should take before a pandemic flu or other virus/disease outbreak. This list needs to be repeated when an outbreak has several cycles or waves.

Prior to Outbreak/Preparedness and Planning Phase

Actor	Action
Superintendent or designee	Identify Pandemic Planning Team to operate as a Superintendent Committee that includes one or two School Board members, administrators, and staff members.
Superintendent and School Board	Identify, modify, and monitor relevant policies that a pandemic may possibly affect, including but not limited to: 1:20, <i>District Organization, Operations, and Cooperative Agreements</i> 2:20, <i>Powers and Duties of the School Board; Indemnification</i> 2:70, <i>Vacancies on the School Board - Filling Vacancies</i> 2:200, <i>Types of School Board Meetings</i> 2:220, <i>School Board Meeting Procedure</i> 3:70, <i>Succession of Authority</i> 4:130, <i>Free and Reduced-Price Food Services</i> 4:180, <i>Pandemic Preparedness; Management; and Recovery</i> 5:35, <i>Compliance with the Fair Labor Standards Act</i> 5:40, <i>Communicable and Chronic Infectious Disease</i> 5:180, <i>Temporary Illness or Incapacity</i> 5:185, <i>Family and Medical Leave</i> 5:200, <i>Terms and Conditions of Employment and Dismissal</i> 5:250, <i>Leaves of Absence</i> 5:270, <i>Employment At-Will, Compensation, and Assignment</i> 5:300, <i>Schedules and Employment Year</i> 5:330, <i>Sick Days, Vacation, Holidays, and Leaves</i> 6:20, <i>School Year Calendar and Day</i> 6:60, <i>Curriculum Content</i> 6:120, <i>Education of Children with Disabilities</i> 6:150, <i>Home and Hospital Instruction</i> 7:70, <i>Attendance and Truancy</i> 7:280, <i>Communicable and Chronic Infectious Disease</i>

Actor	Action
Superintendent or designee and Pandemic Planning Team	8:100, <i>Relations with Other Organizations and Agencies</i> Begin review and use of the following publications: For flu season: <i>School District (K-12) Pandemic Influenza Planning Checklist</i> at:¹ www.idph.state.il.us/pandemic_flu/school_guide/sppg_checklist.pdf. For MPox: <i>Human Mpox Virus Interim Guidance for Schools</i> at: https://dph.illinois.gov/topics-services/diseases-and-conditions/mpox/guidance/school-guidance.html For COVID-19 infections, generally: <i>Interim Guidance for Administrators of US K-12 Schools and Child Care Programs</i><i>Preventing Spread of Infections in K-12 Schools</i> at: www.cdc.gov/children-and-school-preparedness/infection-prevention/index.htmlwww.cdc.gov/coronavirus/2019-nCoV/community/schools-childcare/k-12_guidance.html. Review and ensure a succession of authority plan exists in case Board members, administrators, and/or others are unable to fulfill duties during the pandemic. Succession plans for Board members unable to fulfill duties during the pandemic may create a vacancy on the Board. Discuss the issues of succession plans for elected officials with the Board Attorney. See Board policies 2:70, <i>Vacancies on the School Board - Filling Vacancies</i>, and 3:70, <i>Succession of Authority</i>. Work with local health and emergency preparedness officials. They may want to use the schools to disseminate information to families about a crisis. Train employees about the Fair Labor Standards Act<i>FLSA</i>, overtime, and recordkeeping requirements necessary to work during a pandemic while the District is closed. Open communications with employee unions regarding “wages, hours and terms and conditions of employment” during a pandemic.²

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The footnotes should be removed before the material is used.

¹ This comprehensive checklist was prepared by the U.S. Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC), a major operating component of HHS. School districts play an integral role in protecting the health and safety of their staff, students, and families. The HHS and CDC developed this checklist to assist school districts in developing and/or improving plans to prepare for and respond to a flu pandemic.

² ~~During the COVID-19 pandemic, the Governor and the Ill. State Board of Education (ISBE) issued many directives and/or guidance. See the Ill. Gov., ISBE, Ill. Association of School Admin., Ill. Principals Assoc., Ill. Ed. Assoc., and Ill. Fed. of Teachers Joint Statement (Joint Statement) at: www.isbe.net/Documents/Joint-Statement-Updated%203-27-20.pdf.~~

Actor	Action
	Address policies for employee absenteeism, identifying critical job functions, plans for alternate coverage, and return-to-work policies as well as disease symptom recognition.³ Ensure resources for nurses and staff to receive training and personal protective equipment to identify flu or other pandemic disease symptoms. For flu reporting, see administrative procedure 4:180-AP2, Pandemic Influenza Surveillance and Reporting. Remember that a person who is infected does not show symptoms right away, but children becoming ill may show different behavior than usual, such as eating less or being irritable. Knowing the differences between seasonal and pandemic flu is also critical to pandemic preparedness. A fact sheet is available at: See https://dph.illinois.gov/topics-services/diseases-and-conditions/respiratory-disease/diseases/influenza/pandemic-flu.htmlwww.cdc.gov/flu/pandemic-resources/basics/about.html. Train staff to protect themselves from occupational exposure to flu or other disease through workplace <i>social distancing</i> based upon the Occupational Safety and Health Administration's (OSHA), <i>Guidance on Preparing Workplaces for an Influenza Pandemic</i>,⁴ which may be found at: www.osha.gov/pandemic-influenza. Ensure that Standard Surveillance disease recognition procedures are in place and implemented. See administrative procedure 4:180-AP2, Pandemic Influenza Surveillance and Reporting. For flu, encourage the use of simple non-medical ways to reduce the spread of flu by <i>cough and sneeze etiquette</i> and cleansing of hands and work areas. For COVID-19 infections, generally, see Preventing Spread of Infections in K-12 Schools at: www.cdc.gov/children-and-school-preparedness/infection-prevention/index.htmlthe Interim Guidance for Administrators of US K-12 Schools and Child Care Programs, When there is no community transmission (preparedness phase) section at:

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³ This is an item on which collective bargaining may be required. Any matter 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 matter involves an inherent managerial right.

~~During the COVID-19 pandemic, the Governor and ISBE issued many directives and/or guidance about employees. See the [Joint Statement](#) (En2, above) and multiple IDPH-ISBE joint workplace health and safety guidance documents at: www.isbe.net/coronavirus.~~

⁴ U.S. Dept. of Labor, Occupational Safety and Health Administration, OSHA 3327-02N, 2007. The handbook provides a general overview of pandemic preparedness related to OSHA standards. It does not alter or determine compliance responsibilities in OSHA standards or the Occupational Safety and Health Act of 1970. Because interpretations and enforcement policy may change over time, consult current OSHA administrative interpretations and decisions by the Occupational Safety and Health Review Commission for additional guidance on OSHA compliance requirements.

Actor	Action
	www.ede.gov/coronavirus/2019-nCoV/community/schools-childcare/k-12-guidance.html. Decide to what extent the District will encourage or require students and staff to stay home when they are mildly ill. Some parents/guardians may need to be more cautious in keeping their students out of school. Identify students who have a greater risk of infection and are most vulnerable to serious illness. Review their health needs and encourage those families to talk with their health care providers. Assess nutritional assistance needs for students who receive free and reduced-price food programs. For more information about providing continuity of meal distribution for students eligible for reimbursable meals, see Q & A #5 at: www.isbe.net/Documents/usda_qa072309.pdf and monitor for any Ill. State Board of Education (ISBE) guidance. ISBE's nutrition page specific to managing COVID-19 issues at: www.isbe.net/nutrition. Through consultation with the Regional Office of Education or Intermediate Service Center and local authorities, develop strategies for remote learning through collaborative agreements (television or other local cable stations, teleconferencing, electronic instructional resources, etc.). 105 ILCS 5/10-30, added by P.A. 101-643 and see administrative procedure 6:20-AP, <i>Remote and/or Blended Remote Learning Day Plan(s)</i>. Educate staff, students, and parents/guardians about the differences between the various types of flu, other viruses, and/or other diseases, best hygienic practices to prevent them, and what could occur in a pandemic. See Sample Parent Letter #1, Preparation and Planning at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_ltr_preparation.pdf. Also see, Preparing for the Flu at: www.ede.gov/h1n1flu/schools/toolkit/pdf/schoolflutoolkit.pdf and www.dph.illinois.gov/topics-services/diseases-and-conditions/influenza/publications-publications-influenza. Review Sections IV and V of School Guidance During an Influenza Pandemic at: www.idph.state.il.us/pandemic_flu/schoolguide.htm.

Outbreak of Flu or Other Virus/Disease

Actor	Action
Superintendent or designee	Depending upon the type of virus/disease: For COVID-19, review the <i>Interim Guidance for Administrators of US K-12 Schools and Child Care Programs</i> at: www.ede.gov/coronavirus/2019-nCoV/community/schools-childcare/k-12-guidance.html.

Actor	Action
	For flu, consider issuing Sample Parent Letter # 2, First Bird Case at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_ltr_bird.pdf. Begin Heightened Surveillance responses. See administrative procedure 4:180-AP2, Pandemic Influenza Surveillance and Reporting. Issue Sample Parent/Guardian Letter #3, Illinois/Regional Cases, informing parents/guardians that some students are sick but schools remain open, include tip sheets and information resource list. A sample letter is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_il_cases.pdf. Note: If this sample is used for another infection, such as COVID-19, amend it with those specifics.
Pandemic Planning Team	When a confirmed case has entered a school, regardless of community transmission, work with the local health department to issue a press release announcing that schools will remain open, if applicable, and advising parents/guardians to prepare. A sample, titled Schools Open, is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_media_open.pdf. Note: If this sample is used for another infection, such as COVID-19, amend it with those specifics.
Building Principal	Post flu or other virus/disease prevention signs on campuses. See Section V of School Guidance During an Influenza Pandemic at: www.idph.state.il.us/pandemic_flu/schoolguide.htm. For infections, generally, see Preventing Spread of Infections in K-12 Schools at: www.cdc.gov/children-and-school-preparedness/infection-prevention/index.html COVID-19, see Promoting Behaviors that Reduce Spread subhead in the CDC's Considerations for Schools at: www.cdc.gov/eoronavirus/2019-nCoV/community/schools-childcare/schools.html, including a handwashing etiquette example at: www.cdc.gov/handwashing/when-how-handwashing.html.

Expansion of the Outbreak

Actor	Action
Local Health Department	Issue epidemic statement to general public.
Superintendent or designee	For flu, begin Intensive Surveillance responses. See administrative procedure 4:180-AP2, Pandemic Influenza Surveillance and Reporting .

Continued Expansion of the Outbreak

4:180-AP1

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Actor	Action
Local Health Department	Evaluate the need for school closure with local school officials.
Superintendent or designee	In consultation with local health department, emergency management agencies, and Regional Office of Education, close school(s). Issue press release. A sample, titled Schools Closed Closures, is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_media_closed.pdf. Note: If this sample is used for COVID-19 another type of infection, such as COVID-19, amend it with those specifics. Issue Sample Parent Letter #4, School Closures. A sample is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_closures.pdf. Note: If this sample is used for another type of infection, such as COVID-19, amend it with those specifics.
School Board and/or Superintendent	Cancel any non-academic events.

Following the Outbreak

Actor	Action
Local Health Department	Evaluate the advisability of opening school(s) with school officials.
Superintendent or designee	Issue press release that schools are open. Issue Sample Parent Letter #5, Schools Reopen. A sample is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_reopening.pdf. Note: If this sample is used for another type of infection, such as COVID-19, amend it with those specifics.
Pandemic Planning Team	Continue communicating with local health department.
Superintendent or designee	For flu, return to Heightened Surveillance response. See administrative procedure 4:180-AP2, Pandemic Influenza Surveillance and Reporting. Begin checklist again if an outbreak recurs.

Local Health Department: ⁵

Regional Office of Education:

Name _____

Name _____

The footnotes should be removed before the material is used.

⁵ For a local health department director, see www.cdc.gov/public-health-gateway/php/communications-resources/health-department-directories.html www.cdc.gov/publichealthgateway/healthdirectories/index.html.

Address	Address
Telephone	Telephone
Emergency Management Agencies:	
Name	Name
Address	Address
Telephone	Telephone

Important Resources

ISBE and the Ill. Dept. of Public Health (IDPH) released a publication titled *School Guidance During an Influenza Pandemic*, December 2006 at:

www.idph.state.il.us/pandemic_flu/schoolguide.htm.

The resource is meant to guide and supplement, not replace, school districts' existing plans.

Further information on pandemic flu can be found by calling 1-800-CDC-INFO or at the following websites:

<https://dph.illinois.gov/topics-services/diseases-and-conditions/respiratory-disease/diseases/influenza/pandemic-flu.html>

www.cdc.gov/flu/pandemic-resources/index.htm

www.cdc.gov/flu

www.redcross.org

Further information on COVID-19 is subject to continual change. Follow the HHS/CDC and IDPH websites or call 1-800-CDC-INFO.

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General Personnel

Administrative Procedure - Sample Questions and Considerations for Conducting the Internal Harassment in the Workplace Investigation

State and federal law prohibit harassment on the basis of an individual's actual or perceived ~~race, religion, national origin, sex (including pregnancy), sexual orientation, age, citizenship status, work authorization status, disability, or other~~ protected status, as identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. ~~For the purpose of this procedure, sexual harassment includes harassment on the basis of sexual orientation, which means actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity.~~

Pre-Investigation Considerations

Can the investigation be handled internally or should an external investigator be hired? ¹

Ensure that the internal investigator is qualified to conduct the investigation and the investigation can be done correctly.

The following issues should be addressed if the investigation will be handled by the District:

1. Discuss confidentiality with the complainant. Consider and explain how requirements as an employer in the public sector (subject to open records requests and other transparency laws) may impact the investigation practices and confidentiality protocols.
2. Consider whether to take immediate measures for the protection of the complainant or the alleged victim. Separating the complainant from the accused may be necessary to guard against continued harassment or potential retaliation.
3. Create an investigation plan. The plan should include a scope and objectives that clearly identify the issue(s) and policy violation(s) alleged to have occurred.
4. Establish methods to use in the investigation e.g., witness list, sources of evidence, interview questions, a process for documentation of interview notes, etc. and create a timeline for the investigation.

Investigation Considerations and Questions

The person charged with conducting the internal harassment investigation must ascertain: (1) if the alleged conduct occurred; (2) if the conduct was unwelcome; (3) if the harassing conduct was based on any protected status of the complainant; and (4) whether the harassment created a hostile environment in that it had the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment. The questions that follow are designed to help the investigator uncover this evidence. ***The questions below serve as a general sample; they are not all-inclusive, and the exact questions must be designed for the specific allegations in each case.***

The footnotes should be removed before the material is used.

¹ See f/n 19 of sample policy 2:260, *Uniform Grievance Procedure*, for discussion of appointing an outside investigator.

Did the alleged conduct occur?

Investigators should consider a number of factors in evaluating whether the complained of conduct occurred, such as:

1. The level of detail provided by the complainant/witness. In certain cases, a witness's ability to recall information may be impacted by past trauma. Consider the use of a trauma-informed approach in these circumstances.²
2. The consistency within and between a witness's statement(s).
3. The consistency between the witness's statements and those of other witnesses.
4. Corroborating witnesses and other evidence.
5. Body language/eye contact of the witness. In certain cases, the manner of a complainant's body language/eye contact during an interview may be attributable to the complainant's discomfort, rather than a lack of truthfulness.
6. The existence of a pattern of similar past behavior/harassment complaints involving the alleged harasser.
7. ~~Does—Whether~~ the witness ~~has~~ve reason to be untruthful, such as a [financial, social, reputational, or other](#) personal stake in the outcome?²
8. Any corroborating documentation of the alleged conduct.

Is the conduct complained of unwelcome?

Unwelcome conduct is that verbal or physical conduct which the employee did not solicit or incite and that which the employee regarded as undesirable or offensive. The Equal Employment Opportunity Commission (EEOC) evaluates the issue of whether conduct was welcome on a case-by-case basis, considering the totality of the circumstances. The wise investigator will do the same.

Below are sample questions that can be used to formulate actual questions for this part of the investigation.

1. Who is the alleged harasser? What is the alleged harasser's name? Is the alleged harasser a co-worker or a supervisor?
2. Is the conduct complained of physical, verbal, and/or committed using an electronic device, such as, through email, text message, or a social [networking-websitemedia platform](#)? Obtain relevant details for each incident (the Five W's: Who, What, Where, When, and Why).
3. If physical, describe with specificity the nature of the physical conduct. Inquire into all locations on the complainant's body that were touched and ask when, how often, how the complainant was approached, who witnessed the physical conduct, and where was the complainant when the conduct took place? Did the physical conduct involve an injury to or destruction of the complainant's possession(s) and, if so, what was the property, what was the nature of the injury, when did it happen, and where is the property now?
4. If the unwelcome conduct was verbal, what was stated, when, how often, where were the parties when the statements were made, and who witnessed the statements being made?
5. If the conduct was committed using an electronic device, e.g., through email, text message, or social [networking-websitemedia platform](#), what was stated, where, when, how often, who saw

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² For resources on a trauma-informed approach, see *SAMSA's Concept of Trauma and Guidance for a Trauma-Informed Approach* (Oct. 2014), at: www.nctsn.org/sites/default/files/resources/resource-guide/samhsa_trauma.pdf www.store.samhsa.gov/product/SAMHSA-s-Concept-of-Trauma-and-Guidance-for-a-Trauma-Informed-Approach/SMA14-4884, and www.sakitta.org/toolkit/index.cfm www.sakitta.org/toolkit/index.cfm?fuseaction=topic&topic=10.

it? Does the complainant still have access to the emails or, text messages, or social networking websites for the investigator's review?

6. Did the complainant or any of the witnesses retain any evidence of the offensive conduct such as a picture, email message, text message, or video or audio recording?
7. Was a complaint or protest made to anyone employed by the District or to anyone else? If so, to whom did the complainant complain, when was the complaint made, what was stated therein, and were there any witnesses to this or these complaints?
8. What was the complainant's response to the conduct? Did the complainant tell the alleged harasser to stop? Did the complainant complain to others about the alleged harasser's behavior? Did the complainant ask co-workers, supervisors or managers to make the harassment stop? If so, obtain all relevant details (the Five W's).
9. Did the complainant engage in any conduct with the alleged harasser that could have encouraged the alleged harasser's behavior? If so, what was the conduct, when and where did it occur, how often and who witnessed it?
10. Did the complainant make the alleged harasser aware at the point when the conduct became unwelcome? If so, when, how was this done, what was communicated to the alleged harasser, and were there any witnesses?
11. Did the complainant complain about the harassment to the alleged harasser, to the complainant's or alleged harasser's supervisors, other managers or others? If so, when were the complaints made, what was said, who was present, and what was the response to each complaint?
12. If no prior complaints about the alleged harassment were made, why not?
13. What other actions, if any, did the complainant take to indicate to the alleged harasser that the alleged harasser's conduct was unwelcome?
14. If they lack knowledge about the harassment, did co-workers, supervisors or managers notice any changes in complainant's behavior at work or in the alleged harasser's treatment of the complainant?
15. Has the alleged harasser been accused of harassment by other employees? If so, when, and were the allegations investigated? If so, what was the result of the investigation, and what was management's response, i.e., what remedy was imposed?

Did the work environment become hostile?

To ascertain whether unwelcome conduct creates an unlawful *hostile environment*, the major inquiry is whether the conduct had the purpose or effect of unreasonably interfering with an individual's performance or creates an intimidating, hostile, or offensive working environment. In the sexual harassment context, trivial or annoying conduct such as sexual flirtation or innuendo or vulgar language would probably not establish a hostile environment, but in certain circumstances the conduct when viewed in the aggregate can establish a hostile environment. The challenged conduct must substantially affect the work environment of a reasonable person for a violation to be found.

Consider the following additional questions for this part of the inquiry:

1. What effect, if any, did the alleged harassment have upon the complainant's ability to perform the complainant's job?
2. What effect, if any, did the alleged harassment have upon the complainant's mental or physical health or well-being? Was medical treatment/therapy sought?
3. Even if the alleged harassment had little, or no effect on the complainant's work performance or well-being, is there evidence, e.g., verbal or written comments, that the alleged harasser intended the conduct to have that effect?

4. **Additional question for sexual harassment complaints:** What was the sexual character of the work environment before the complainant entered the environment? Were sexual comments and actions common? If so, what types, when did they occur? Who was involved? Supervisors? Co-workers?
5. Did the character of the workplace change after complainant joined the workplace? If so, how? What was complainant's behavior? How did the alleged harasser and other co-workers or supervisors respond to complainant's behavior?
6. Was the complaint of verbal or physical behavior directed at persons other than complainant? If so, who were they? What conduct was directed towards them, when, how frequently, who was present, where did it occur, and who witnessed it? How did these persons react to the physical or verbal conduct?
7. Did the alleged harasser single out the complainant? If so, how, when, where, and why?
8. Did others join in perpetrating the harassment? If so, who? What was done; when, where, who witnessed the conduct, and were others harassed too?
9. If the complainant complained of conduct that was verbal, what were the remarks? Were they hostile and derogatory? What was the frequency and context of the comments? Were the parties inside or outside of the workplace when the comments were made?
10. Was the alleged harassment observed by supervisors, managers, or other co-workers? If so, by whom, when, where, and what was observed?
11. Was the alleged harassment observed by former employees or others outside the workplace? If so, by whom, when, where, and what was seen?

Was the harassment committed by a supervisor?

The employer will be held responsible for acts of harassment committed by the employee's supervisor, meaning someone who was authorized by the employer to have authority over the complainant's terms and conditions of employment. To investigate harassment committed by the complainant's supervisor, include questions such as the following:

1. What conduct is the supervisor accused of? When, where, how often did it occur, and who observed?
2. Was the supervisor authorized to grant or deny tangible job benefits to the complainant? If so, what was the scope of that authority and what documents evidence it? If not, were the supervisor's recommendations concerning the complainant's terms and conditions of employment typically or routinely followed?

Was the harassment *quid pro quo* (do this for that)?

An employer will be held responsible for acts of *quid pro quo* sexual harassment, meaning that tangible job benefits were either (1) conditioned on submitting to sexual favors, or (2) denied because of the complainant's rejection of a sexual advance or request for sexual favors. *Quid pro quo*-type harassment can also occur in other contexts, such as religious discrimination, for example, if a person is required to abandon or alter his or her religious practice as a condition of employment.

1. How was the complainant's employment affected by the alleged harassment? Was the complainant denied a salary increase, a promotion, a job transfer, etc.? If so, when?
2. Was the complainant treated differently from similarly situated employees in regard to the denied salary increase, promotion, job transfer, etc.? If so, who was treated differently by this same supervisor?
3. What other management employees were involved in decisions to grant or deny the tangible job benefit(s) to the complainant? Did they have knowledge of the sexual conduct?

[After reviewing your notes and asking any final clarifying questions:](#)

1. Ask if there is anything else that you should know.
2. Ask if there is anyone else you should speak to.
3. Remind the witness to contact you if they recall anything additional, witness anything concerning, or see any evidence of retaliation.

Investigation Report Considerations

Once the investigation is complete, evaluate all the information, prepare an investigation report outlining findings, make a formal determination of whether the accused violated any policies, and provide recommendations for corrective actions. Note the limitations on confidentiality of investigation reports and consider the potential that it may have to be produced to third parties in certain circumstances.

The investigation report list below serves as a general sample; it is not all-inclusive and the exact contents of the report must be designed for the specific allegations in each case. The investigative report should include:

1. Explanation of why the investigation was initiated, including dates and any relevant background.
2. All parties involved in the investigation: names, titles, and their role (complainant, witness, etc.).
3. Factual and credibility findings, including sources referenced (witness statements, documents, photographs, etc.).
4. District policies or procedures and their applicability to the investigation.
5. Specific conclusions (with evidence to support).
6. Names and titles of those responsible for making the final determination.
7. Issues that could not be resolved and reasons why.
8. Recommended actions and follow-up.

General Personnel

Administrative Procedure - Communicable and Chronic Infectious Disease

The following procedures will be implemented when a District employee has a communicable and/or chronic infectious disease. A copy of the procedures will be given to the employee.

The District shall not discriminate against an employee disabled by a communicable or chronic infectious disease. An employee with a communicable and/or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions.

Evaluation of the Employee's Condition

1. The employee who has or is suspected of having a communicable and/or chronic infectious disease is encouraged to self-report to inform the Superintendent immediately.
2. Upon having knowledge of a known or suspected case of a communicable and/or chronic infectious disease, the Superintendent or designee:
 - a. Notifies the *local health authority*¹ as required by 77 Ill.Admin.Code §690.200 and within the time frames required by 77 Ill.Admin.Code §690.100, and
 - b. Follows directions for temporarily excluding an employee from school according to local health authority direction and 77 Ill.Admin.Code Part 690. See also Exhibit 7:280-E2, *Reporting and Exclusion Requirements for Common Communicable Diseases*, identifying the diseases for which there is mandatory reporting.
3. The Superintendent will inform the Communicable and Chronic Infectious Disease Review Team (CCIDRT) within three days.²
4. The ~~Communicable and Chronic Infectious Disease Review Team~~ CCIDRT will meet within three days to:
 - a. Meet with the employee or a member of the employee's family to review the status of the employee's health, and
 - b. Evaluate the employee and submit a written report with recommendations to the Superintendent.
5. The School Board will receive a report, both written and verbal, of the ~~Communicable and Chronic Infectious Disease Review Team~~ CCIDRT's evaluation from the Superintendent.

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¹ The *local health authority* is a full-time official health department, as recognized by the Ill. Dept. of Public Health (IDPH), having jurisdiction over a particular area, including city, village, township, and county boards of health. If there is not a local health authority recognized by the Ill. Dept. of Public Health (IDPH), the local health authority is IDPH. 77 Ill.Admin.Code §690.10. The Communicable Disease Report Act, 745 ILCS 45/1, grants immunity from slander or libel to persons who in good faith make such reports to local health authorities. A district's duty to report staff cases of communicable diseases aligns with its duty to report student cases; see sample administrative procedure 7:280-AP, Managing Students with Communicable or Infectious Diseases.

² The Americans with Disabilities Act (ADA) specifies that only an employee's direct supervisor and someone who would need to know in the event of an emergency may have access to an employee's medical records. 42 U.S.C. §12112(d). The Communicable and Chronic Infectious Disease Review Team's (CCIDRT) ability to operate depends on the employee's waiver of the ADA's confidentiality provisions. For more information about the functions of the CCIDRT, see sample administrative procedure 2:150-AP, Superintendent Committees.

6. The employee or a member of the employee's family will receive a report, both written and verbal, of the ~~Communicable and Chronic Infectious Disease Review Team~~ CCIDRT's evaluation from the Superintendent.
7. The employee may be required to submit to a physical examination, given by a physician chosen and paid for by the District.³

Monitoring the Employee's Condition

The employee's health condition will be reviewed on a schedule determined by the ~~Communicable and Chronic Infectious Disease Review Team~~ CCIDRT. The CCIDRT's employee status report will be given to the Superintendent.

Each status report will indicate an employment recommendation for the employee, such as:⁴

1. Continued employment at the same position, with possible accommodations,
2. Continued employment but transfer to another position, with possible accommodations,
3. Temporary exclusion from the work-place, or
4. Dismissal.

Employee Dismissal

The dismissal of an employee on contractual continued service shall be in accordance with 105 ILCS 5/24-12.

The dismissal of an employee not on contractual continued service shall be in accordance with the law or policy applicable to his or her position.

Confidentiality⁵

The employee's medical condition and records shall be held in strictest confidence and shared only with members of the ~~Communicable and Chronic Infectious Disease Review Team~~ CCIDRT, the

The footnotes should be removed before the material is used.

³ The federal ADA supersedes 105 ILCS 5/24-5 (allowing boards to require physicals of current employees "from time to time"). 42 U.S.C. §12112(d)(4), amended by the Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325. The ADA allows medical inquiries of current employees only when they are job-related and consistent with business necessity or part of a voluntary employee wellness program. *Id.* Districts may deny jobs to individuals with disabilities who pose a direct threat to the health or safety of others in the workplace, provided that a reasonable accommodation would not either eliminate the risk or reduce it to an acceptable level. 42 U.S.C. §12113; 29 C.F.R. ~~§Part~~ 1630.2(r). Districts should monitor for supplemental guidance that is issued by federal and State agencies during specific disease outbreaks. For example, during the COVID-19 pandemic, the Equal Employment Opportunity Commission (EEOC) and State agencies released guidance that detailed what types of medical inquiries related to COVID-19 were permissible under the ADA and Ill. Human Rights Act. See the State's *Guidance for Employers and Employees on Workers' Rights and Safety* (12-9-20), at: <https://labor.illinois.gov/content/dam/soi/en/web/idol/siteassets/pages/default/guidance-on-workers-rights-and-safety.pdf> ~~www2.illinois.gov/dhr/Documents/Guidance%20on%20Workers%20Rights%20and%20Safety%2012-9-20.pdf~~ and the EEOC's *What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws* (12-14-21), at: www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws.

⁴ A district must make reasonable accommodation to a known physical or mental limitation of an otherwise qualified employee, unless it can show that the accommodation would impose an undue hardship on the district's operation. 42 U.S.C. §§12112 and 12113, amended by the ADAAA.

⁵ The ADA specifies that only an employee's direct supervisor and someone who would need to know in the event of an emergency may have access to an employee's medical records. 42 U.S.C. §12112(d)(3). The ~~CCIDRT~~ review team's ability to operate depends on the employee's waiver of the ADA's confidentiality provisions.

employee's direct supervisor, and someone who would need to know in the event of an emergency. Medical records will not become part of the employee's personnel file.

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Discuss with the board attorney whether the district is a covered entity as defined by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Pub. L. 104-191. Covered entities must follow HIPAA Privacy Rules (45 C.F.R. Part 164) and generally cannot disclose *protected health information* (PHI), which is generally defined as *individually identifiable health information* that is transmitted by, or maintained in, electronic media or any other form or medium. While a district is likely to have access to such information when an employee has a communicable or chronic infectious disease, the district is still unlikely a *covered entity* triggering HIPAA Privacy Rule.

See *HIPAA Privacy Rule and Public Health; Guidance from CDC and the U.S. Department of Health and Human Services* at: www.cdc.gov/mmwr/preview/mmwrhtml/m2e411a1.htm, and for an additional helpful explanation why school districts are often not HIPAA covered entities because they do not engage in covered transactions as defined under HIPAA, see pgs. 7-8 in *Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) To Student Health Records (2019)* at: www.hhs.gov/sites/default/files/2019-hipaa-ferpa-joint-guidance-508.pdf.

General Personnel

Administrative Procedure - Staff Development Program

The following procedure implements Board policy 5:100, *Staff Development Program*. It sets 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 procedure is consistent with the minimum requirements of State law. If the District has a local collective bargaining agreement, it may contain provisions that differ from this procedure. When the procedure's subject matter is superseded by a bargaining agreement, insert the following: "Please refer to the current [*insert name of any applicable CBA*]."

Implementation of Staff Development Program

All District-sponsored staff development programs, including in-services, shall be approved by the Superintendent. Staff development opportunities exist through the following:

1. Planned in-service programs, courses, seminars, and workshops are offered within the District. Every staff member is encouraged to suggest topics, formats, and speakers for in-service meetings. Suggestions should be given to the Superintendent or any member of the advisory committee, if one exists.
2. Visits to other classrooms and schools, as well as attendance at conferences, workshops, and other meetings may be requested.

With the Superintendent's approval, staff members may be released with full pay to:

- Attend professional conventions and meetings, visit exemplary programs, as well as and participate in other professional growth activities. At the time of approval, the Superintendent will indicate which expenses, if any, will be reimbursed by the District. After participation, a written report must be submitted to the Superintendent summarizing the activity's highlights.
 - Serve as speakers, consultants, or resource persons outside the District. The staff member accepting such assignments may not accept any fee or honorarium other than a reasonable fee for preparation done outside of the working day. The employee or the institution receiving the services is responsible for travel, lodging, meal expenses, and for substitute costs if any are incurred.
 - Attend training and staff development programs sponsored by an Educational Service Center (105 ILCS 5/2-3.62), the Ill.inois State Board of Education, a Regional Office of Education, the Ill.inois Association of School Boards, or any other professionally-sponsored education program. At the time of approval, the Superintendent will indicate which expenses, if any, will be reimbursed by the District. After participation, a written report must be submitted to the Superintendent summarizing the activity's highlights.
3. Leaves of absence for advanced training and internships are governed by School-Board policy and/or collective bargaining agreements, if any.
 4. The topics to be covered on days declared as Teacher Institutes (TI) must be approved by the Regional Offices of Education (ROE) or Intermediate Service Centers (ISC), whichever is applicable, governing the schools of that region. The request for approval should be submitted to

- the Regional Superintendent (for ROEs) or ~~Chief Administrative Officer~~Executive Director (for ISCs) at least 30 days prior to the event. ¹
5. Many opportunities for on-going professional development ~~opportunities~~ exist. Staff members are encouraged to discuss their plans for identifying and optimizing these opportunities with their supervisors.
 6. For nutrition directors and school nutrition professionals, the annual training standards for school nutrition professionals. 7 C.F.R. Parts 210 and 235.

LEGAL REF.: Morris v. Ill. State Bd. of Educ., 198 Ill.App.3d 51 (3rd Dist. 1990).
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 5/2-3.48, 5/2-3.53, 5/2-3.56, 5/2-3.59, 5/2-3.62, 5/3-11, 5/3-14.8, 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), and 5/24-5.
105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
~~105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.~~
23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.
77 Ill.Admin.Code §527.800.

The footnotes should be removed before the material is used.

¹ Submitting an approval request 30 days prior to an event is not required by law but is a best practice. Check with your local ROE or ISC for any required approval timelines and amend this administrative procedure accordingly.

General Personnel

Administrative Procedure - Email Retention ¹

Emails, including attachments, sent or received by the District or District employees may be, depending on their content, subject to disclosure under the Freedom of Information Act ([FOIA](#)) and/or discovery in litigation as evidence in support of a claim. Employees must use the same standards of judgment, propriety, and ethics with email as they do with other forms of school business—related communications.

~~Accordingly, Employees~~ have the same responsibilities for email messages as they do for any other communication and must distinguish between record and non-record messages, unless their email messages are automatically archived and permanently retained by the District. This allows for the proper storage or disposal of email. However, no District record, no matter its form, may be destroyed if it is subject to a litigation hold. See administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. For guidance on School Board member use and retention of email, see [exhibit 2:140-E, Guidance for Board Member Communications, Including Email Use](#). For help with these responsibilities, please contact the District's FOIA Officer.

Non-Record Messages

Email messages are *non-record messages* if they do not evidence the District's organization, function, policies, procedures, or activities; or do not contain informational data appropriate for preservation. These ~~are~~ generally ~~informal or preliminary drafts, notes, recommendations, or memoranda that~~ do not contain official action. Examples include:

1. Personal correspondence not received or created in the course of District or school business, such as, "What's for dinner?" or "I'll be glad to drive to the meeting."
2. Duplicates of notices concerning meetings or workshops, dates, discussion topics, or material to prepare for or to be discussed during a meeting.
3. ~~Publications or promotional materials from vendors and similar materials that are sent as part of mass marketing campaigns~~ Junk mail, which includes any unsolicited commercial electronic communication sent to the District and not responded to by the District.
4. ~~Correspondence containing recommendations or opinions that are preliminary to a decision, unless appropriate for preservation, e.g., legal opinions.~~
5. Informal correspondence to parents/guardians concerning school activities or an individual student's progress or assignments provided the messages do not contain notice of final or official action, e.g., final grades.

The footnotes should be removed before the material is used.

¹ The process for managing email storage and disposition is generally a local matter subject to the Local Records Act (50 ILCS 205/, [amended by P.A. 104-438](#); governs which documents must be kept until destroyed pursuant to an approved record retention schedule); and/or the Freedom of Information Act (5 ILCS 140/, [amended by P.A. 104-438](#); governs the disclosure of public records; and Federal Rules of Civil Procedure, Rules 16 and 26, prohibits the destruction of material during a discovery hold). See [sample](#) administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. For guidance on board member use and retention of email, see [sample exhibit 2:140-E, Guidance for Board Member Communications, Including Email Use](#).

- ~~6. Draft material, except when appropriate for preservation, e.g., draft collective bargaining agreement language.~~

If the email is a *non-record message*, the employee should delete it as soon as its purpose is fulfilled unless the email is subject to a litigation hold. The goal is to control excessive accumulation of material.

Official Record Messages ²

Email messages are *official record messages* if they are evidence of the District's organization, function, policies, procedures, or activities or contain informational data appropriate for preservation. Some examples include:

1. Policy documents or contract-related documents.
2. Correspondence, e.g., letters, memos, or emails from individuals, companies, or organizations requesting information about the District or school policies or practices and the responses to these requests.
3. Project reports.
4. Correspondence dealing with significant aspects of District administration or a school executive office, including messages containing information concerning policies, programs, fiscal and personnel matters, and contracts.
5. Correspondence between Board members regarding District business. ³
6. Updates provided to a student's parent/guardian about the student's final grades~~progress~~ or a disciplinary matter.
7. Correspondence between administrators regarding an employee investigation.
8. Legal opinions.
9. Correspondence containing recommendations or opinions that are preliminary to a decision.
10. Draft collective bargaining agreement language.

Official record messages should routinely be transferred to the records maintenance location identified by the Records Custodian or Head of Information Technology (IT). Before transferring the message, the employee should identify it as belonging in one of the categories of records established by the Records Custodian or Head of IT. Once transferred, it becomes the official copy, and the original electronic version may be deleted according to the District's approved record preservation and retention schedule. See administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*.

The footnotes should be removed before the material is used.

² Note that messages that qualify as *official record messages* may still be exempt from disclosure under the Freedom of Information Act, e.g., legal opinions, preliminary drafts in which opinions are expressed, or policies or actions are formulated, and student records. See 5 ILCS 140/7 and 140/7.5.

³ Any electronic communication discussing district business that circulates among a majority of a quorum of the board may qualify as a *meeting* for purposes of the Open Meetings Act. 5 ILCS 120/1.02 and 120/4. See sample policy 2:140, *Communications To and From the Board*, and sample exhibit 2:140-E, *Guidance for Board Member Communication, Including Email Use*.

General Personnel

Administrative Procedure - Resource Guide for Family and Medical Leave

School Code

105 ILCS 5/24-6.4; ~~added by P.A. 102-335~~ (mandates a lower 1,000 hour threshold for FMLA eligibility rather than 1,250 hours).

Web-Online Resources

Compilation of resources from the U.S. Dept. of Labor (DOL), Wage & Hour Division
www.dol.gov/whd/fmla

Revised FMLA Poster

www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf

Certification of Health Care Provider for Employee's Serious Health Condition

www.dol.gov/whd/forms/WH-380-E.pdf

Note: Consult the Board Attorney to ensure that: (1) the District is using the most recent version of the DOL's FMLA notification and certification forms, (2) Genetic Information Nondiscrimination Act (GINA) safe harbor protections are adequately customized into these forms (the DOL did not include in its forms the specific instructions included in GINA's sample safe harbor provision), and (3) both federal and State law requirements are met.

Certification of Health Care Provider for Family Member's Serious Health Condition

www.dol.gov/whd/forms/WH-380-F.pdf

See Note, above.

Notice of Eligibility and Rights & Responsibilities

www.dol.gov/whd/forms/WH-381.pdf

Designation Notice

www.dol.gov/whd/forms/WH-382.pdf

Certification of Qualifying Exigency For Military Family Leave (PDF)

www.dol.gov/whd/forms/WH-384.pdf

Certification for Serious Injury or Illness of a ~~Covered Current~~ Servicemember -- for Military ~~Family~~ Caregiver Leave

www.dol.gov/whd/forms/WH-385.pdf

Fact Sheet #28 (Non-Military) (PDF)

www.dol.gov/whd/regs/compliance/whdfs28.htm

Fact Sheet #28A (Military) (PDF)

www.dol.gov/whd/regs/compliance/whdfs28a.htm

Field Assistance Bulletin No. 2022-02 - Protecting Workers from Retaliation

www.dol.gov/sites/dolgov/files/WHD/fab/fab-2022-2.pdf

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Department of Labor Rules

29 C.F.R. Part 825,

www.ecfr.gov/current/title-29/subtitle-B/chapter-V/subchapter-C/part-825?toc=1
http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title29/29ecfr825_main_02.tpl

Subpart A—Coverage Under the Family and Medical Leave Act §825.100

§825.100	The Family and Medical Leave Act
§825.101	Purpose of the Act
§825.102	Definitions
§825.103	[Reserved]
§825.104	Covered employer
§825.105	Counting employees for determining coverage
§825.106	Joint employer coverage
§825.107	Successor in interest coverage
§825.108	Public agency coverage
§825.109	Federal agency coverage
§825.110	Eligible employees
§825.111	Determining whether 50 employees are employed within 75 miles
§825.112	Qualifying reasons for leave, general rule
§825.113	Serious health condition
§825.114	Inpatient care
§825.115	Continuing treatment
§§825.116-118	[Reserved]
§825.119	Leave for treatment of substance abuse
§825.120	Leave for pregnancy or birth
§825.121	Leave for adoption or foster care
§825.122	Definitions of covered servicemember, spouse, parent, son or daughter, next of kin of a covered servicemember, adoption, foster care, son or daughter on active duty or call to covered active duty status, son or daughter of a covered servicemember, and parent of a covered servicemember
§825.123	Unable to perform the functions of the position
§825.124	Needed to care for a family member or covered servicemember
§825.125	Definition of health care provider
§825.126	Leave because of a qualifying exigency

Commented [MM1]: Note to Subscribers: We are recommending deleting this listing of the regulations because the reader is directly given the link above to the most current version of the regulations.

~~§825.127 Leave to care for a covered servicemember with a serious injury or illness (military caregiver leave)~~

~~Subpart B—Employee Leave Entitlements Under the Family and Medical Leave Act~~

~~§825.200 Amount of leave~~
~~§825.201 Leave to care for a parent~~
~~§825.202 Intermittent leave or reduced leave schedule~~
~~§825.203 Scheduling of intermittent or reduced schedule leave~~
~~§825.204 Transfer of an employee to an alternative position during intermittent leave or reduced schedule leave~~
~~§825.205 Increments of FMLA leave for intermittent or reduced schedule leave~~
~~§825.206 Interaction with the FLSA~~
~~§825.207 Substitution of paid leave~~
~~§825.208 [Reserved]~~
~~§825.209 Maintenance of employee benefits~~
~~§825.210 Employee payment of group health benefit premiums~~
~~§825.211 Maintenance of benefits under multi-employer health plans~~
~~§825.212 Employee failure to pay health plan premium payments~~
~~§825.213 Employer recovery of benefit costs~~
~~§825.214 Employee right to reinstatement~~
~~§825.215 Equivalent position~~
~~§825.216 Limitations on an employee's right to reinstatement~~
~~§825.217 Key employee, general rule~~
~~§825.218 Substantial and grievous economic injury~~
~~§825.219 Rights of a key employee~~
~~§825.220 Protection for employees who request leave or otherwise assert FMLA rights~~

~~Subpart C—Employee and Employer Rights and Obligations Under the Act~~

~~§825.300 Employer notice requirements~~
~~§825.301 Designation of FMLA leave~~
~~§825.302 Employee notice requirements for foreseeable FMLA leave~~
~~§825.303 Employee notice requirements for unforeseeable FMLA leave~~
~~§825.304 Employee failure to provide notice~~
~~§825.305 Certification, general rule~~

§825.306	Content of medical certification for leave taken because of an employee's own serious health condition or the serious health condition of a family member
§825.307	Authentication and clarification of medical certification for leave taken because of an employee's own serious health condition or the serious health condition of a family member; second and third opinions
§825.308	Recertifications for leave taken because of an employee's own serious health condition or the serious health condition of a family member
§825.309	Certification for leave taken because of a qualifying exigency
§825.310	Certification for leave taken to care for a covered servicemember (military caregiver leave)
§825.311	Intent to return to work
§825.312	Fitness for duty certification
§825.313	Failure to provide certification
Subpart D—Enforcement Mechanisms	
§825.400	Enforcement, general rules
§825.401	Filing a complaint with the Federal Government
§825.402	Violations of the posting requirement
§825.403	Appealing the assessment of a penalty for willful violation of the posting requirement
§825.404	Consequences for an employer when not paying the penalty assessment after a final order is issued
Subpart E—Recordkeeping Requirements	
§825.500	Recordkeeping requirements
Subpart F—Special Rules Applicable to Employees of Schools	
§825.600	Special rules for school employees, definitions
§825.601	Special rules for school employees, limitations on intermittent leave
§825.602	Special rules for school employees, limitations on leave near the end of an academic term
§825.603	Special rules for school employees, duration of FMLA leave
§825.604	Special rules for school employees, restoration to an equivalent position
Subpart G—Effect of Other Laws, Employer Practices, and Collective Bargaining Agreements on Employee Rights Under FMLA	
§825.700	Interaction with employer's policies
§825.701	Interaction with State laws
§825.702	Interaction with Federal and State anti-discrimination laws

DRAFT

Instruction

Exhibit - Resources for Biking and Walking Safety Education

105 ILCS 5/27-~~23~~.110 requires the District to make ~~education~~ available to students in grades kindergarten through 8 ~~education~~ on effective methods for preventing and avoiding traffic injuries related to walking and bicycling. How that education is made available and any specific resources used are at the discretion of the District.

Pedestrian Safety Programs

Pedestrian Safer Journey by the Federal Highway Administration - Includes age-appropriate videos with follow-up quizzes and discussion guides on safe walking. The material is divided into three age ranges: 5 to 9, 10 to 14, and 15 to 18. Also includes a list of additional resources and curricula from around the country for teachers and parents/caregivers. Available at: www.pedbikeinfo.org/pedsaferjourney/index.html.

Child Pedestrian Safety Curriculum by the National Highway Traffic Safety Administration - Teaches and encourages pedestrian safety for students in grades kindergarten through 5. It is organized into five lessons: walking near traffic, crossing streets, crossing intersections, parking lot safety, and school bus safety. Each lesson builds upon previous set of skills learned. Available at: www.nhtsa.gov/pedestrian-safety/child-pedestrian-safety-curriculum.

WalkSafe® by the University of Miami KiDZ Neuroscience Center - Organized into three levels for grades kindergarten-1, 2-3, and 4-5, and includes lessons using videos, outside simulation activities, and art projects. Supplemental materials include handouts, flashcards, and pre- and post-assessment tests. Available at: kidzneurosciencecenter.com/walksafe/.

Bicycle Safety Programs

Bicycle Safer Journey by the Federal Highway Administration - Includes age-appropriate videos with follow-up quizzes and discussion guides on safe bicycling. The material is divided into three age ranges: 5 to 9, 10 to 14, and 15 to 18. Also includes a list of additional resources and curricula from around the country for teachers and parents/caregivers. Available at: www.pedbikeinfo.org/bicyclesaferjourney/index.html.

Bikeology by Shape America and the National Highway Traffic Safety Administration - Aligns with the National Standards for kindergarten-12 Physical Education and includes lessons and assessments for skills and knowledge. Supplemental materials include a parent guide to reinforce the curriculum. Available at:

https://convention.shapeamerica.org/Common/Uploaded%20files/document_manager/publications/resources/teachingtools/quality-pe/bikeology-parent-guide.pdf
www.shapeamerica.org/publications/resources/teachingtools/qualitype/upload/bikeology-curriculum-part1-v2.pdf.

BikeSafe® by the University of Miami KiDZ Neuroscience Center - Contains four off-bike lessons to teach bicycle safety skills to middle school-aged children through interactive simulations, modeling, and creative activities. Supplementary materials include student worksheets and parent tip sheets. An on-bike lesson plan is also provided. Available at: kidznc.org/bikesafe.

Bike Safety Quiz by Ride Illinois - Teaches kids, adults, and motorists how to share the road safely. Interactive quizzes for each audience cover safety techniques and relevant state laws. Available at: www.bikesafetyquiz.com/.

Cycling Skills Clinic Guide by the National Highway Traffic Safety Administration - Provides a step-by-step approach to planning and initiating an on-bicycle safety skills event, including instructions and resources for setting up and conducting a skills-training course. Available at: www.nhtsa.gov/sites/nhtsa.gov/files/811260.pdf ~~one.nhtsa.gov/Driving-Safety/Bicycles/CyclingSkillsClinic~~.

Kids on Wheels Training Manual by the Active Transportation Alliance - An experiential, on-bike curriculum to teach grades 2-4 students to travel safely on a bicycle. Over three lessons, students are engaged in demonstrations, hands-on exercises, and on-bicycle riding skills activities. Available at: www.activetrans.org/resources/education.

Combined Pedestrian and Bicycle Safety Programs

Bicycle and Pedestrian Safety: 10-minute Lessons for PE Class by the Active Transportation Alliance - A series of brief pedestrian- and bicycle-themed lessons consisting of one 10- to 15-minute physical activity. Available at: www.activetrans.org/resources/education.

Bicycle and Pedestrian Safety: 9 Lessons for the Classroom by the Active Transportation Alliance - A series of brief pedestrian- and bicycle-themed lessons designed to be delivered in a classroom setting. Available at: www.activetrans.org/resources/education.

LEGAL REF.: 105 ILCS 5/27-~~23~~.110.

Instruction

Administrative Procedure - Teaching About Religions ¹

The following are guidelines for teaching about religions:

1. Instruction must be age-appropriate to ensure that students will not believe the District is sponsoring religion.
2. Instruction may expose students to religious views, but may not impose any particular views.
3. Instruction must be informational, not indoctrination.
4. Instruction must be academic, not devotional.
5. Instruction may study what people believe, but may not teach a student what to believe.
6. Instruction should include a variety of religions, but should not press for student acceptance of any one religion.

Within the parameters of the academic study of religion, teachers may display objects, artifacts, and symbols that illustrate a variety of religious customs, beliefs, and expressions. Any classroom and school display presented as a part of religious studies or holiday activities must meet the following criteria:

1. The display will be exhibited on a temporary basis.
2. The display will be constructed in a manner that presents no endorsement, favoritism, or promotion of a single religion or religious belief.
3. The display will include non-secular as well as secular symbols.
4. The display will include appropriate descriptive labels attached to the symbols.

Individual student participation in the preparation of a religious study display or a religious holiday display is strictly voluntary. If the display is a class activity, any student who wishes not to participate must be given an alternative assignment.

The footnotes should be removed before the material is used.

¹ In *Mahmoud v. Taylor*, 606 U.S. 522 (2025), the U.S. Supreme Court held that a public school, “burdens the religious exercise of parents when it requires them to submit their children to instruction that poses ‘a very real threat of undermining’ the religious beliefs and practices that the parents wish to instill.” Id. at 530. See also f/n 2 of [sample policy 6:70, Teaching About Religions](#). Consult the board attorney for further guidance on curriculum relating to religious beliefs and practices in schools.

Instruction

Administrative Procedure - Care of Students with Diabetes¹

The Ill. Council of School Attorneys prepared material for implementing the Care of Students with Diabetes Act (105 ILCS 145/). This material includes:

1. Sample procedures for the care of students with diabetes
2. Answers to FAQs on: Process for selecting a Delegated Care Aide; Training; Developing a diabetes care plan; Classroom management; and Sample Authorization, Release, and Acknowledgement

The material is posted on the [Ill. Association of School Boards \(IASB\) website](http://www.iasb.com/policy-services-and-school-law/guidance-and-resources/special-education/care-of-students-with-diabetes) at: [iasb.com/law/diabetes.cfmwww.iasb.com/policy-services-and-school-law/guidance-and-resources/special-education/care-of-students-with-diabetes](http://www.iasb.com/policy-services-and-school-law/guidance-and-resources/special-education/care-of-students-with-diabetes).

School officials should periodically check the IASB website for updates to the material that are made in response to legislation or other developments.

The footnotes should be removed before the material is used.

¹ See sample policy 7:270, *Administering Medicines to Students*, addressing the administration of medication including self-carry management under a student's diabetes care plan.

Students

Administrative Procedure - Challenging a Student's Residence Status¹

Actor	Action
Superintendent or Designee	On behalf of the School Board, notifies the person who enrolled a student of the tuition amount due to the District for the nonresident student's attendance.² The notice shall detail the specific reasons why the bBoard believes that the student is a nonresident of the District and shall be sent by certified mail, return receipt requested. Consults the Board Attorney as needed throughout the challenge process.
Person Who Enrolled the Student	Within 10 calendar days after receipt of the notice, may request a hearing to review the determination that tuition is due. The request shall be sent certified mail, return receipt requested, to the Superintendent. If a hearing is requested to review the Board's decision², May request that the student continue attending the District's schools pending the Board's final decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Board decides the student is a nonresident who must pay tuition.
Superintendent or Designee	On behalf of the Board and within 10 calendar days after receiving the hearing request, shall notify the person requesting the hearing of its time and place; the notification shall be sent by certified mail, return receipt requested. The hearing shall be held not less than ten 10 nor more than 20 calendar days after this hearing notice is given. The hearing notice shall notify the person requesting the hearing that any written evidence and testimony or witnesses not disclosed at least three calendar days prior to the hearing are barred at the hearing without the District's consent. At least three calendar days prior to the hearing, discloses to the person requesting the hearing all written evidence and testimony the

The footnotes should be removed before the material is used.

¹ The timelines and other requirements contained in this procedure are required by 105 ILCS 5/10-20.12b.

² 105 ILCS 5/10-20.12a specifies a formula for calculating the maximum amount a district can charge nonresident students. Ill. State Board of Education (ISBE) guidance, as well as the inclusion of nonresident tuition waiver requests among ISBE's biannual requests to the General Assembly to waive School Code mandates, indicate that a district must charge the maximum tuition to nonresident students (unless it has a waiver). However, the court in Cohen v. Wauconda Comm. Unit Sch. Dist. No. 118, 779 F.Supp. 88 (N.D. Ill. 1991), found that 105 ILCS 5/10-20.12a authorizes school districts to charge non-resident tuition but does not mandate it. Consult the board attorney for guidance when considering charging less than the maximum nonresident tuition.

Actor	Action
	District may submit during the hearing and a list of witnesses it may call to testify during the hearing.
Person Who Enrolled the Student	At least three calendar days prior to the hearing, discloses to the District all written evidence and testimony he/she may submit during the hearing and a list of witnesses he/she may call to testify during the hearing.
School Board or Hearing Officer Designated by the Board	Conducts the hearing. At the hearing: (1) the Board and the person who enrolled the student may use representatives of their choice, and (2) the person who enrolled the student has the burden of going forward with the evidence concerning the student's residency. If the hearing is conducted by a hearing officer: Within five calendar days after the hearing's conclusion, sends a written report of his or her findings to the Board and to the person who enrolled the student. The report shall be sent by certified mail, return receipt requested.
Person Who Enrolled the Student	If the hearing is conducted by a hearing officer: Within five calendar days after receiving the hearing officer's findings, may file written objections to the findings with the Board. The objections shall be sent by certified mail, return receipt requested, addressed to the Superintendent.
School Board	Whether the hearing is conducted by the Board or a hearing officer: Within 30 calendar days after the hearing's conclusion, decides whether or not the student is a resident of the District and the amount of any tuition required to be charged as a result of the student's attendance in the District's schools. Within five calendar days of its decision sends a copy of its decision to the person who enrolled the student by certified mail, return receipt requested. The decision must inform the person who enrolled the student that: (1) he/she may, within five calendar days after receipt of the Board's decision, petition the Regional Superintendent or appropriate Intermediate Service Center <u>(ISC) Executive Director</u> of schools to review the decision; and (2) at his/her request, the student may continue attending the District's schools pending the Regional Superintendent or appropriate Intermediate Service Center <u>ISC Executive Director</u>'s review of the Board's decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Regional Superintendent or appropriate Intermediate Service Center <u>ISC Executive Director</u> decides the student is a nonresident.
Person Who Enrolled the Student	Within five calendar days after receiving the Board's decision, may petition the Regional Superintendent or appropriate Intermediate Service Center <u>ISC Executive Director</u> to review the decision. The petition must include the basis for the request and be sent by certified mail, return receipt requested, to both the Regional Superintendent or

Actor	Action
	appropriate Intermediate Service Center ISC Executive Director and the Superintendent.
School Board	Within five calendar days after receiving petition, delivers to the Regional Superintendent or appropriate Intermediate Service Center ISC Executive Director the Board's decision, any written evidence and testimony submitted by the parties during the hearing, a list of all witnesses that testified during the hearing, and any existing written minutes or transcript or verbatim record of the hearing. May also provide the Regional Superintendent or appropriate Intermediate Service Center ISC Executive Director, and the person who enrolled the student, with a written response to the petition.
Regional Superintendent of Schools or appropriate Intermediate Service Center ISC Executive Director	Within 10 calendar days after receipt of documentation from the District, issues a written decision as to whether or not there is clear and convincing evidence <u>that</u> the student is a resident of the District and eligible to attend the District's schools on a tuition-free basis. The decision shall be transmitted to the Board and the person who enrolled the student, and shall, with specificity, detail the decision's rationale.

LEGAL REF: 105 ILCS 5/10-20.12b.

Students

Administrative Procedure - Establishing Student Residency

Actor	Requirements and Actions that Must Be Completed
Anyone Seeking to Enroll a Student	Must present a certified copy of the student's birth certificate. Must present proof of residency within the District by providing the required number of documents from each of the following categories: ¹ <u>Category I</u> (One document required) - Most recent property tax bill and proof of payment, e.g., canceled check or Form 1098 (homeowners) - Mortgage papers (homeowners) - Signed and dated lease and proof of last month's payment, e.g., canceled check or receipts (renters) - Letter from manager and proof of last month's payment, e.g., canceled check or receipt (trailer park residents) - Letter of residence from landlord in lieu of lease (exhibit 7:60-AP2, E1, Letter of Residence from Landlord in Lieu of Lease) - Letter of residence to be used when the person seeking to enroll a student is living with a District resident (exhibit 7:60-AP2, E2, Letter of Residence to Be Used When the Person Seeking to Enroll a Student Is Living with a District Resident) <u>Category II</u> (Two documents showing proper address are required) - Driver's license - Vehicle registration - Voter registration - Most recent cable television and/or credit card bill - Current bank statement - Current public aid card - Current homeowners/renters insurance policy and premium payment receipt - Most recent gas, electric, and/or water bill - Current library card - Receipt for moving van rental

The footnotes should be removed before the material is used.

¹ Deciding which documents prove residency is a local matter; thus, these categories may be amended but documents required, when taken together, shall not result in a requirement for proof of legal presence or immigration status, such as a Social Security number. See 23 Ill.Admin.Code §1.240(b). Many districts require a utility bill because it can provide additional information about the actual use or lack of use of a property as a residence. For further guidance regarding acceptable documentation for proof of residency, see *ISBE's Guidance for Registration and Enrollment* at: www.isbe.net/Pages/Student-Registration-and-Enrollment-Guidance.aspx. Historically, this guidance has been updated by ISBE annually.

Actor	Requirements and Actions that Must Be Completed
	<u>Military Personnel Enrolling a Student for the First Time in the District- ²</u> Must provide one of the following within six months after the date of student's initial enrollment) - Postmarked mail addressed to military personnel - Lease agreement for occupancy - Proof of ownership of residence <u>Military Personnel with Legal Custody of a Child Who Want to Keep the Child Enrolled in the District Despite Having Changed Residence Due to a Military Service Obligation- ³</u> Upon submitting a written request, the student's residence will be deemed to be unchanged for the duration of the custodian's military service obligation. The District, however, is not responsible for the student's transportation to or from school. <u>Military Personnel Placing Nonresident Child with <i>Non-Custodial</i> Parent While on Active Military Duty- ⁴</u> A student will not be charged tuition while he or she is placed with a <i>non-custodial parent</i> (a person who has temporary custody of a child of active duty military personnel and who is responsible for making decisions for the child). Must provide any "special power of attorney" created by the student's parent/guardian for the District to follow. A special power of attorney authorizes: (1) the student to enroll in a district of the non-custodial parent, and (2) the non-custodial parent to make decisions for the student. Any special power of attorney will be filed in the student's temporary record.
Anyone with a Custody Order Seeking to Enroll a Student	Presents court order, agreement, judgment, or decree that awards or gives custody of the student to any person (including divorce decrees awarding custody to one or both parents).
Non-Parent Seeking to Enroll a Student	Must complete and sign <u>exhibit 7:60-AP2, E3, Evidence of Non-Parent's Custody, Control, and Responsibility of a Student</u> form, exhibit 7:60-AP2, E3.

IMPORTANT:

The ~~School~~-District reserves the right to evaluate the evidence presented, and merely presenting the items listed in this Procedure does not guarantee admission.

The footnotes should be removed before the material is used.

² Required by 105 ILCS 5/10-22.5a, ~~amended by P.A. 102-126.~~

³ 105 ILCS 5/10-20.12b(a-5).

⁴ 105 ILCS 70/, Educational Opportunity for Military Children Act.

WARNING:

If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this ~~School~~ District on a tuition-free basis a student known by that person to be a nonresident of the District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law. 105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the ~~School~~ District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that District without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor. 105 ILCS 5/10-20.12b(f).

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Students

Exhibit - Letter of Residence from Landlord in Lieu of Lease

A person seeking to enroll a child may use this form as evidence of residency when a signed lease is unavailable – other documents will also be required to establish residency. ~~Return this completed form, signed by your landlord, to the Building Principal.~~ The ~~School~~-District reserves the right to evaluate the evidence presented; completing this form does not guarantee admission.

To be completed and signed by the individual enrolling the child and returned to the Principal. Please print.

Child's <u>name</u>	School
Individual enrolling the child	Phone
Relationship to the child	Email
Residence street address	City ZIP <u>ip</u> code
Landlord's name	Landlord's P phone
Landlord's address	City ZIP <u>ip</u> code
Signature of the individual enrolling the student	Date

To be signed by your landlord to verify that you are renting this residence.

I certify that the individuals named above are living in the residence named above for the lease term of _____ / _____ / _____ through _____ / _____ / _____.

Landlord's <u>s</u> Signature	Date
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WARNING: If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this ~~School~~-District on a tuition-free basis a student known by that person to be a nonresident of the ~~district~~-District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law. 105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the ~~School~~-District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that district without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor. 105 ILCS 5/10-20.12b(f).

Students

Exhibit - Letter of Residence to Be Used When the Person Seeking to Enroll a Student Is Living with a District Resident

A person seeking to enroll a child should use this form as evidence of residency when he or she cannot produce a lease, purchase property agreement, or other similar document – other documents will also be required to establish residency. The ~~School~~-District reserves the right to evaluate the evidence presented; completing this form does not guarantee admission.

To be completed by the individual enrolling the child and returned to the Principal. Please print.

Child's name

School

Individual enrolling the child

Phone

Relationship to the child

Email

Residence street address

City

ZIP code

Signature of the individual enrolling the student

Date

To be completed and signed by the individual who is responsible for the residence. Please print.

Name of the individual who is responsible for the residence

Phone

I am responsible for this residence by ☐ ownership, ☐ lease, or ☐ other _____

Total number of: Persons living at this residence _____

Rooms in residence _____

Bedrooms _____

State the reasons for this living arrangement, including your relationship to the individual enrolling the child (*attach an additional statement to this form if needed*):

I certify that this information is true and that the individuals named above are living in my residence.

Signature of the individual who is responsible for the residence

Date

WARNING: If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this ~~School~~-District on a tuition-free basis a student known by that person to be a nonresident of the ~~district~~-District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law. 105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the ~~School~~-District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that district without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor. 105 ILCS 5/10-20.12b(f).

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Students

Exhibit - Evidence of Non-Parent's Custody, Control, and Responsibility of a Student

This form is used when the child is not living with a natural or adoptive parent. With the exception of the optional section below, it must be completed by the individual who has assumed custody. Read **Important Warning** and submit this form with your signature to the Building Principal. The ~~School~~ District reserves the right to evaluate the evidence presented and require further documentation. Completing this form does not guarantee admission.

~~Student~~Child's name _____

School _____

Name of individual completing this form (Please print) _____

Relationship to child _____

Please check all applicable boxes:

☐ The child lives with me at my residence address, as stated below.

The child lives with me because: _____

The child will be living with me until: _____

☐ I have assumed and exercise full legal responsibility for and control of the child regarding daily educational and medical decisions, including responsibility for: (attach copies of any agreements, judgments, decrees or other documents giving you custody):

☐ medical decisions and costs

☐ food and clothing

☐ discipline and restitution for vandalism or other crimes
(etc.)

☐ school fees (books, bus, etc.)

At my residence the child regularly: *(Please explain any unchecked boxes)*

☐ Eats meals _____

☐ Sleeps _____ nights/week *(explain if less than 7 nights per week)* _____

☐ Spends weekends and summers/school breaks _____

IMPORTANT WARNING: If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in the ~~is School~~ District on a tuition-free basis a student known by that person to be a nonresident of the District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law. 105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the ~~School~~ District any false information regarding a student's -residency to enable that student to attend any school in the District without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor. 105 ILCS 5/10-20.12b(f).

_____ Date	_____ Signature of individual completing this form
_____ Telephone	_____ Address

Optional: *To be completed by the natural or adoptive parent(s), if one is available.*

Please check all applicable boxes:

- ☐ I am the natural or adoptive parent of the child.
- ☐ I have willingly transferred full custody and control of, as well as responsibility for this child to *(attach copies of any agreements, judgments, decrees or other documents giving the person named below custody)*: _____

- ☐ I have transferred custody and control of my child to the above-named person because: _____

_____ Date	_____ Signature of individual completing this form
_____ Telephone	_____ Address

Students

Administrative Procedure - Code of Conduct for Extracurricular Activities

This Code of Conduct applies to all school-sponsored activities that are neither part of an academic class nor otherwise carry credit or a grade. Sponsors shall create a roster of students who are members or participants in an extracurricular activity and maintain attendance records.

The goal of the extracurricular program is to provide opportunities for students to pursue interests and develop life skills beyond the classroom. An additional goal of the athletic program is to develop the physical skills of student athletes, ~~which will allow~~ing them to compete to the best of their ability ~~within thein accordance with School~~ Board policies and the by-laws of any association of which the school is a member.

Members must always conduct themselves ~~at all times, including after school and on days school is not in session,~~ as good citizens and exemplars of their school, ~~they must behave~~ing in ways that are consistent with good sportsmanship, leadership, and appropriate moral conduct. ~~They are expected to demonstrate good citizenship and exemplary~~ Such conduct is expected during all facets of the activity, in the classroom, after school, on days school is not in session, and in the community, ~~and during all facets of the activity.~~

The Code of Conduct below describes the expectations and goals of the extracurricular and athletic programs. This Code does not contain a complete list of inappropriate behaviors for students in extracurricular activities and athletics. This Code of Conduct will be enforced 365 days per year, 24 hours per day.¹ A student may be excluded from activities or competition while the school is ~~conducting an investigation regarding~~investigating that student's conduct.

Students and their parents/guardians are encouraged to seek assistance from the student assistance program regarding alcohol or other drug problems. Family ~~referrals~~ or self-referrals will be ~~taken into consideration~~considered in determining consequences for Code of Conduct violations.

Code of Conduct

A student participating in an activity or athletic program will be subject to disciplinary action if he or she violates this Code of Conduct for Extracurricular Activities. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations.

The student shall not:

1. Violate the District's policies or procedures on student behavior;
2. Use, possess, buy, sell, barter, or distribute a beverage containing alcohol (except for religious purposes);
3. Use, possess, buy, sell, barter, or distribute tobacco or nicotine materials in any form, including without limitation, electronic cigarettes;²

The footnotes should be removed before the material is used.

¹ See f/n 3 in sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*, for a discussion of the ability to discipline students for off-campus misconduct.

² See f/n 6 in sample policy 7:190, *Student Behavior*, for a discussion of electronic cigarettes.

4. Use, possess, buy, sell, barter, or distribute cannabis³ in any form, unless exempted under *Ashley's Law*;⁴
5. Use, possess, buy, sell, barter, or distribute any illegal substance (including mood-altering and performance-enhancing drugs or chemicals) or paraphernalia;
6. Use, possess, buy, sell, barter, or distribute any object that is or could be considered a weapon or any item that is a *look-alike* weapon. This prohibition does not prohibit legal use of weapons in cooking, in industrial arts, and in sports, such as archery, martial arts practice, target shooting, hunting, and skeet;
7. Attend a party or other gathering and/or ride in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors;
8. Act in an unsportsmanlike manner;
9. Vandalize or steal;
10. Haze or bully other students;
11. Violate the written rules for the activity or sport;
12. Behave in a manner that ~~disrupts~~ or adversely affects the group or school;
13. Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff;
14. Falsify any information contained on any permit or permission form required by the activity or sport.

Hazing and bullying activities are strictly forbidden at any time and in any location. *Hazing* is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of ~~his~~ or her the student's willingness to participate. (Adapted from the definition of *hazing* adopted by the National Federation of State High School Associations.) *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 place a student in reasonable fear of harm; cause a substantially detrimental effect on a student's physical or mental health; substantially interfere with a student's academic performance; or substantially interfere with a student's ability to participate in or benefit from school services, activities, or privileges. (Adapted from the definition of bullying included in ~~the~~ Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.)

Due Process Procedures

Students who are accused of violating the Code of Conduct for Extracurricular Activities are entitled to the following due process:

1. The student shall be advised of the disciplinary infraction with which he or she is being charged.
2. The student shall be entitled to a hearing before an appropriate administrator.
3. The student will be able to respond to any charges leveled against him or her.
4. The student may provide any additional information he or she wishes for the administrator to consider.
5. The administrator, with the help of other staff members if needed, may interview material witnesses or others with evidence concerning the case.
6. If the administrator finds, after reviewing the evidence, that the violation occurred, he or she will impose sanctions on the student, as follows:

The footnotes should be removed before the material is used.

³ *Cannabis* is defined in 720 ILCS 550/3(a) and the Cannabis Tax and Regulation Act (CRTA), 410 ILCS 705/1-10, added by P.A. 101-27.

⁴ See f/n 11 in sample policy 7:190, *Student Behavior*, for a discussion of medical cannabis and *Ashley's Law*.

- a. Sanctions for violations other than drug and alcohol will be based on the nature of the offense and the number of offenses, and may include suspension from all activities or sports for one of the time periods described below:

- A specified period of time or percentage of events, competitions, or practices
- The remainder of the season or for the next season
- The remainder of the student's high school career

- b. Sanctions for drug and alcohol violations will be based on the following:

First violation

- Use, possession, buying, selling, bartering, or distributing: A suspension ~~of~~from one-third of the total number of performances, activities, or competitions or the remainder of the season, whichever is shorter. This penalty will be reduced if the student successfully completes a school-approved chemical awareness program.
- Attendance at a party or riding in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors: A suspension ~~of~~from one-sixth of the total number of performances, activities, or competitions, or the remainder of the season, whichever is shorter.
- The student will be required to practice with the group, regardless of the violation (unless suspended or expelled from school).

Second violation

- Use, possession, buying, selling, bartering, or distributing: A suspension ~~of~~from 12 weeks or one season, ~~e.g., the total number of performances, activities, or competitions, including suspension from all performances, activities, or competitions during this period.~~ To participate again in any activities, the student must successfully ~~participate in and~~complete a school-approved alcohol and other drug abuse assessment and follow all recommendations from that assessment.
- Attendance at a party or riding in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors: A suspension ~~of~~from one-third of the ~~total number of performances, activities, or competitions in a single season and all extracurricular group performances, activities, or competitions during this period.~~
- The student may be required to practice with the group (unless suspended or expelled from school).

Third violation

- Use, possession, buying, selling, bartering, or distributing: A suspension from all extracurricular activities for the remainder of the student's high school career.
- Attendance at a party or riding in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors: A suspension ~~of~~from all extracurricular activities for one calendar year from the date of the suspension, ~~including all extracurricular activities during this period.~~

7. The administrator will make a written report of his or her decision and rationale. The student may appeal the decision to the Building Principal.

All students remain subject to the Board's student behavior policy and/or the school's student handbook and the disciplinary measures listed in them.