

## Regular Board of Education Meeting

Monday, June 16, 2025 6:45 PM

Administration Center - Board Room, 131 McKinley Ave., Lake Villa, Illinois  
60046

1. **Call to Order**

2. **Roll Call**

3. **Electronic Participation of a Board Member  
(Roll Call Vote)**

4. **Closed Session (Roll Call Vote)**

- *Personnel - The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of Lake Villa District 41. 5 ILCS 120/2(c) (1)*

5. **Resume Open Session at 7:00 p.m. (Voice Vote)**

6. **Approval of Agenda (Roll Call Vote)**

7. **Pledge of Allegiance**

8. **Announcement & Appointment of New Board Member  
to fill the Unexpired Term of the Vacated Board  
Seat through April 2027 (Roll Call Vote)**

8.1. Administer Oath of Office to Newly Appointed  
Board Member

**Presenter:** Mr. Conway

9. **Communications**

9.1. PTO Report

9.2. Press Release - Bryan Henley

10. **Public Comments**

11. **Consent Agenda A (Roll Call Vote)**

11.1. Regular Board Meeting Minutes - *May 19, 2025*

11.2. Closed Session Meeting Minutes - *May 19, 2025 - Early & May 19, 2025 - Late*

11.3. Policy Committee Meeting Minutes - *May 27, 2025*

11.4. Special Board Meeting Minutes - *June 2, 2025*

11.5. Closed Session Meeting Minutes - *June 2, 2025*

11.6. Destruction of Closed Session Audio  
Recordings - *October 16, 2023*

11.7. Resignation of Staff:

- *Cindy Behrens - Teacher*
- *Jason Bozella - Teacher*
- *Madelyn Labriola - Paraprofessional*

11.8. Employment of Staff:

- *Amanda Cardenas - Paraprofessional*

- *Jayme McGann* - Teacher (Pending Math Endorsement)
- *Daniel Harder* - Technology Specialist
- *Patrick Molsen* - General Maintenance
- *Madeline Milian* - Paraprofessional
- *Adaeze Odugu* - Teacher
- *Lynda Claver* - Hallway Monitor
- *Jeanna Schlottman* - Teacher
- *Henry Jacobs* - Teacher
- *Ruth Gutierrez* - Bilingual Specialist

11.9. Monthly Student Enrollment Report

11.10. Freedom of Information Act Requests

11.11. Electronic Communication Received by the Board

11.12. Policies for approval

- 2:265 Title IX Grievance Procedure
- 4:15 Identity Protection
- 4:20 Fund Balances
- 4:120 Food Services
- 5:20 General Personnel - Employee Harassment
- 5:60 General Personnel - Expenses
- 5:100 Staff Development Program
- 7:10 Equal Educational Opportunities
- 7:50 School Admissions and Student Transfers To and From Non-District Schools
- 7:60 Residence
- 7:70 Attendance and Truancy
- 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
- 7:185 Teen Dating Violence Prohibited
- 7:310 Restrictions on Publications; Elementary Schools
- 7:340 Student Records
- 8:30 Visitors to and Conduct school-Related Entities

11.13. Intergovernmental Agreement with School District 37 for Physical Therapist shared services

11.14. Contract with *Speech Path Specialists, Ltd.* for School Psychologist for the 2025-2026 School Year

11.15. Contract with *Sunbelt Staffing, LLC* for School Social Worker for the 2025-2026 School Year

11.16. Treasurer's Report - *MAY, 2025*

11.17. Intra-fund Transfers FY 2024-2025

11.18. Resolution to Transfer Interest Earnings from Education Fund and Working Cash Funds to

Operation and Maintenance Fund

- 11.19. Resolution to Transfer Funds from the Education Fund to the Debt Service Fund
- 11.20. Building Usage Fees for 2025-2026 School Year
- 11.21. General Liability and Property Insurance (CLIC) Renewal and Designation of Insurance Company for Student Accident Insurance
- 11.22. Treasurer's Bond Renewal 2025-2026

**12. Consent Agenda B (Roll Call Vote)**

- 12.1. Accounts Payable General Checking
- 12.2. Accounts Payable Revolving Checking - *Nothing to Report*
- 12.3. Accounts Payable and Payroll Totals

**13. Reports**

- 13.1. Financial Report - *May 2025* **Presenter:** Mrs. Kasprzyk
- 13.2. Superintendent's Report
- 13.3. District and School Improvement Plans 2024-2025 Spring Update
- 13.4. Superintendent Evaluation Plan 2024-2025 - Final

**14. Old Business**

**Presenter:** Mrs. Kasprzyk

- 14.1. Meal Rates for 2025-2026 School Year (Roll Call Vote)

**15. New Business**

- 15.1. Policies for First Reading (Discussion)
  - 2:260 Uniform Grievance Procedure
  - 4:80 Accounting and Audits
  - 5:10 Equal Employment Opportunity and Minority Recruitment
  - 6:150 Home and Hospital Instruction
  - 6:235 Access to Electronic Networks
  - 7:20 Harassment of Students Prohibited
  - 7:190 Student Behavior
  - 7:200 Suspension Procedures
  - 7:210 Expulsion Procedures
  - 7:250 Student Support Services
  - 7:255 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence
  - 7:270 Administering Medicines to Students

- 15.2. District Newsletter - Fall Edition (Discussion) **Presenter:** Dr. Keim-Bounds

- 15.3. Behavioral Support Consultation Services Approval (Discussion) **Presenter:** Dr. Wight

- 15.4. Professional Learning with Illustrative **Presenter:** Dr. Wight

Mathematics (Discussion)

15.5. Possibility of Donation to the Lake Villa **Presenter:** Dr. Keim-  
Historical Society (Discussion) Bounds

16. **Calendar Review**

17. **Public Comments**

18. **Adjourn**

# HONORING EXCELLENCE: BRYAN HENLEY, SELECTED AS THE LAKE COUNTY EDUCATOR OF THE YEAR



**Lake Villa, Illinois — May 7, 2025** Bryan Henley was selected as the Lake County Regional Office of Education Educator of the Year! Since joining the school community two years ago, Bryan has made a transformative impact, not only within his classroom but also throughout the school environment, leading him to a well-deserved nomination.

Bryan's passion for STEM education is evident in every aspect of his work. He teaches a variety of hands-on, future-focused courses, including Graphic Design, STEM, and Robotics, for 7th and 8th graders. His curriculum goes beyond traditional instruction, weaving real-world applications into the learning experience to captivate and challenge students. One of Bryan's most notable innovations is the creation of a laptop repair class, addressing a critical school need while equipping students with valuable technical and IT skills. This initiative has not only saved the school significant resources but has also provided students with practical experiences that prepare them for success in an increasingly technology-driven world.

Beyond academics, Bryan's commitment to student development is equally impressive. As the coach for Palombi's basketball and volleyball teams, he fosters teamwork, leadership, and resilience—lessons that extend far beyond the court. Bryan's approach to coaching mirrors his teaching philosophy: nurture discipline, encourage growth, and inspire confidence.

Never one to rest on tradition, Bryan is also spearheading the school's new esports program, working closely with the administration and technology department. Recognizing the rapid growth of the competitive gaming industry and its ties to STEM careers, Bryan's leadership ensures that Palombi students have access to cutting-edge extracurricular opportunities. His efforts not only reflect a deep understanding of student interests but also a forward-thinking approach to education.

Bryan Henley exemplifies the spirit of innovation, dedication, and empowerment that every school strives to cultivate. Through his creative teaching methods, dynamic extracurricular leadership, and unwavering commitment to student success, he has created an environment where young learners feel inspired to push boundaries, explore their passions, and prepare for a bright future.

Mr. Henley's contributions not only enhance academic programs but also positively shape the lives of students, preparing them for a world full of possibilities. Congratulations, Bryan, on this well-earned recognition!

<b>Student Enrollment 6-16-19-25</b>	<b>Hooper</b>	<b>Cross- Categorical</b>	<b>Number of Sections</b>	<b>Martin</b>	<b>Cross- Categorical</b>	<b>Bi-Lingual is included in Martin Total</b>	<b>Number of Sections English / Bi-Lingual</b>	<b>Thompson</b>	<b>Cross- Categorical</b>	<b>Number of Sections</b>	<b>Palombi</b>	<b>Cross- Categorical</b>	<b>Grade Level Total</b>	<b>Special Education Off-Site</b>	<b>Total</b>
<b>ECE (Early Childhood Education)</b>	<b>29</b>		<b>2</b>	<b>23</b>			<b>2</b>	<b>60</b>		<b>2</b>			<b>112</b>	<b>3</b>	<b>115</b>
<b>Kindergarten</b>	<b>68</b>	<b>6</b>	<b>4</b>	<b>63</b>	<b>3</b>	<b>14</b>	<b>3/1</b>	<b>54</b>	<b>4</b>	<b>4</b>			<b>185</b>	<b>3</b>	<b>188</b>
<b>First Grade</b>	<b>74</b>	<b>2</b>	<b>4</b>	<b>84</b>	<b>3</b>	<b>21</b>	<b>3/1</b>	<b>66</b>	<b>4</b>	<b>4</b>			<b>224</b>	<b>3</b>	<b>227</b>
<b>Second Grade</b>	<b>90</b>	<b>4</b>	<b>4</b>	<b>77</b>	<b>4</b>	<b>12</b>	<b>3/1</b>	<b>67</b>	<b>4</b>	<b>3</b>			<b>234</b>	<b>5</b>	<b>239</b>
<b>Third Grade</b>	<b>86</b>	<b>5</b>	<b>4</b>	<b>90</b>	<b>3</b>	<b>15</b>	<b>3/1</b>	<b>72</b>	<b>4</b>	<b>3</b>			<b>248</b>	<b>5</b>	<b>253</b>
<b>Fourth Grade</b>	<b>94</b>	<b>6</b>	<b>4</b>	<b>85</b>	<b>6</b>		<b>4</b>	<b>72</b>	<b>4</b>	<b>3</b>			<b>251</b>	<b>5</b>	<b>256</b>
<b>Fifth Grade</b>	<b>99</b>	<b>3</b>	<b>4</b>	<b>73</b>	<b>2</b>		<b>3</b>	<b>85</b>	<b>5</b>	<b>3</b>			<b>257</b>	<b>4</b>	<b>261</b>
<b>Sixth Grade</b>											<b>260</b>	<b>11</b>	<b>260</b>	<b>12</b>	<b>272</b>
<b>Seventh Grade</b>											<b>264</b>	<b>6</b>	<b>264</b>	<b>11</b>	<b>275</b>
<b>Eighth Grade</b>											<b>274</b>	<b>6</b>	<b>274</b>	<b>27</b>	<b>301</b>
<b>Building TOTAL</b>	<b>540</b>			<b>495</b>				<b>476</b>			<b>798</b>		<b>2309</b>	<b>78</b>	<b>2387</b>

End of Year Enrollment													2309	78	2387
June 2025													2399	81	2480
June 2024													2359	78	2437
June 2023													2418	79	2497
June 2022													2347	75	2422
*June 2021													2515	88	2603
*June 2020													2542	90	2632
June 2019													2563	96	2659
June 2018													2624	71	2695
June 2017													2680	76	2756
June 2016													2750	74	2824
June 2015													2876	67	2943
June 2014													2928	57	2985
June 2013															
6th Day Enrollment													On-site	Off-site	Total
2025	Hooper			Martin				Thompson				Palombi			
2024	533			497				482				798	2310	76	2386
2023	558			514				469				817	2358	72	2430
2022	578			526				464				800	2368	58	2426
*2021	586			491				494				828	2399	71	2470
*2020	644			503				556				561	2318	72	2390
2019	679			595				594				617	2485	83	2568
2018	683			616				611				613	2523	83	2606
2017	672			604				638				639	2553	60	2613
2016	649			623				627				678	2577	57	2634
2015	674			652				661				692	2679	70	2749
2014	713			687				673				687	2760	63	2823

# FOIA REQUEST REPORT

## 06-16-2025

Request Date	Name / Company	Records Requested	Status	Status Date
5/12/2025	Sheri Reid Data Acquisition Specialist SmartProcure	<i>"SmartProcure is submitting a commercial FOIA request to the Lake Villa Community Consolidated School District No. 41 for any and all purchasing records from 11/15/2024 to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable."</i>	Pending Response	6/11/2025
5/30/2025	Tristan Doud tmdoud958@gmail.com	<i>"I am formally requesting the specific, step-by-step procedures required by the school district for addressing incidents of this nature. The document you previously provided does not appear to include a comprehensive procedural outline. Please share the full district policy or protocol that defines each step staff are required to follow in these situations."</i>	Request Denied Pursuant to FOIA Sections 7(1)(v) and 7(1)(II) requested information is exempt from disclosure.	6/5/2025
6/2/2025	Stephanie Horne stephanie.horne@district41.org	<i>"I would like to request a video from the outside camera overlooking the admin parking lot area from Thursday, May 29th, around 12:25-12:30pm, as evidence for an insurance claim."</i>	Response Made	6/3/2025

**\*\*\*Electronic Communications Received by the Board\*\*\***  
**June 2025**

<b>Entries below submitted for BOE Meeting Packet on 06/16/25</b>	
May 29, 2025 1:15 PM CST	Received by Board - Comments Only
May 29, 2025 1:18 PM CST	Received by Board - Comments Only

## **Policy 4:20 – Fund Balances (Proposed Revisions)**

The Superintendent or designee shall maintain fund balances adequate to ensure the District's ability to maintain levels of service and pay its obligations in a prompt manner in spite of unforeseen events or unexpected expenses. The Superintendent or designee shall inform the Board whenever it should discuss drawing upon its reserves or borrowing money.

The School District ~~seeks to maintain a year-end fund balance to revenue ratio of no less than 20%,~~ **To achieve and maintain fiscal health, the School District will strive to maintain the year-end fund balance to expenditure ratio of no less than 30% for operating funds**, as calculated under the Illinois State Board of Education's School District Financial Profile, excluding early taxes.

*Optional Add:*

### **Use of Fund Balances Below Target:**

If fund balances fall below the target levels identified above, the Superintendent or designee will develop and present a financial recovery plan to the Board. The District will aim to restore fund balances to policy targets within **three (3) fiscal years**.

### **Use of Excess Fund Balances:**

If fund balances exceed the target levels, the Board may authorize the use of excess funds for purposes such as:

- One-time capital expenditures
- Accelerated repayment of outstanding debt
- Funding reserves for future initiatives (e.g., facility improvements, technology upgrades, district-wide instructional investments)
- Temporary tax levy relief

# Document Status: Draft Update

## Section 4 - Operational Services

### 4:15 Identity Protection

The collection, storage, use, and disclosure of social security numbers by the School District shall be consistent with State and federal laws. The goals for managing the District's collection, storage, use, and disclosure of social security numbers are to:

1. Protect each social security number collected or maintained by the District from unauthorized disclosure.

The Superintendent is responsible for ensuring that the District complies with the Identity Protection Act, [5 ILCS 179/](#). Compliance measures shall include each of the following:

1. All employees having access to social security numbers in the course of performing their duties shall be trained to protect the confidentiality of social security numbers. Training should include instructions on the proper handling of information containing social security numbers from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle information or documents that contain social security numbers shall have access to such information or documents.
3. Social security numbers requested from an individual shall be provided in a manner that makes the social security number easily redacted if the record is required to be released as part of a public records request.
4. When collecting a social security number or upon request by an individual, a statement of the purpose(s) for which the District is collecting and using the social security number shall be provided. The stated reason for collection of the social security number must be relevant to the documented purpose.
5. All employees must be advised of this policy's existence and a copy of the policy must be made available to each employee. The policy must also be made available to any member of the public, upon request.
6. If this policy is amended, employees will be advised of the existence of the amended policy and a copy of the amended policy will be made available to each employee.

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

1. Written or electronic notification to an individual and, if applicable, the owner of the information, as required by [815 ILCS 530/10](#) whenever his or her personal information was acquired by an unauthorized person; *personal information* means either:
  - a. An individual's first name or first initial and last name in combination with any one or more of his or her (i) social security number, (ii) driver's license number or State identification card number, (iii) financial account information (with any required security codes or passwords), (iv) medical information, (v) health insurance information, and/or (vi) unique biometric data or other unique physical or digital representation of biometric data, when either the name or the data elements are not encrypted or redacted or are encrypted or

redacted but the keys to unencrypt or unredact or otherwise read the name or data elements have been acquired through the breach of security; or

- b. An individual's username or email address, in combination with a password or security question and answer that would permit access to an online account, when either the username or email address or password or security question and answer are not encrypted or redacted or are encrypted or redacted but the keys to unencrypt or unredact or otherwise read the data elements have been obtained through the breach of security.
2. Notification to the Ill. Attorney General as required by [815 ILCS 530/10](#), if a single breach of the security system requires the District to notify more than 500 Illinois residents.
3. Cooperation with the owner of the information in matters relating to the breach, if applicable, as required by [815 ILCS 530/10](#).
4. Disposal of materials containing personal information in a manner that renders the personal information unreadable, unusable, and undecipherable; *personal information* has the meaning stated in #1, above.

No District employee shall collect, store, use, or disclose an individual's social security number except as necessary to process tax, benefit and employment compliance forms in accordance with District protocols approved by the Superintendent or as otherwise specifically authorized by the Superintendent. This policy shall not be interpreted as a guarantee of the confidentiality of social security numbers and/or other personal information. The District will use best efforts to comply with this policy, but this policy should not be construed to convey any rights to protection of information not otherwise afforded by law or to subject the District to any laws not otherwise applicable to it.

#### Treatment of Personally Identifiable Information Under Grant Awards

The Superintendent ensures that the District takes reasonable [cybersecurity and other](#) measures to safeguard [information including](#) [PRESSPlus1](#) (1) *protected personally identifiable information*, (2) other [types of](#) information that a federal [awarding](#) agency, pass-through [agency entity](#), or State awarding agency designates as sensitive, such as *personally identifiable information* (PII) and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, *sensitive information*), when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act ([30 ILCS 708/](#)).

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

LEGAL REF.:

[2 C.F.R. §200.303\(e\)](#).

[5 ILCS 179/](#), Identity Protection Act.

[30 ILCS 708/](#), Grant Accountability and Transparency Act.

[50 ILCS 205/3](#), Local Records Act.

[105 ILCS 10/](#), Illinois School Student Records Act.

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

Adopted: September 9, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 2 C.F.R Part 200, amended by 89 Fed. Reg 30046, addressing the safeguarding of information under grant awards and updating the definitions for *personally identifiable information* and *protected personally identifiable information*.

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

*Protected personally identifiable information (Protected PII)* means PII, except for certain types of PII that must be disclosed by law. 2024 revisions to 2 C.F.R. Part 200 eliminated examples of Protected PII and instead only list examples of PII within the definition of Protected PII at 2 C.F.R. §200.1, which may indicate broadening of the definition of Protected PII. See 89 Fed. Reg. 79732. Before the 2024 revisions, examples of Protected PII contained in the regulation included, but were not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal records, medical records, financial records, and educational transcripts. 2 C.F.R. §200.1. Consult the board attorney for guidance in this area. See sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). Protected PII is similar to, but broader than, the definition of *personal information* under PIPA. **Issue 118, April 2025**

# Document Status: Draft Update

## Section 5 - Personnel

### 5:20 General Personnel - Employee Harassment

It is unlawful and against school district policy for any employee, parent, contractor, or any other individual on school district property or at a school-sponsored activity with the district's permission, male or female, to discriminate against or harass an employee on the basis of the employee's (or an individual with whom the employee associate's) actual or perceived race, color, sex, religion, age, national origin, sexual orientation, ancestry, citizenship, pregnancy, marital status, family responsibilities, reproductive health decisions, order of protection status, work authorization status, disability, physical or mental handicap, military status, or unfavorable discharge from military service. This school district does not condone, and will not tolerate any unlawful discrimination, including harassment. Therefore, this district will take direct and immediate action to prevent such behavior, and to remedy all reported instances of unlawful harassment, sexual or otherwise. The District provides annual sexual harassment prevention training in accordance with State law. [PRESSPlus1](#)

#### Prohibited Conduct

1. Statutory Prohibitions: Harassment on the basis of one's race, color, sex, religion, age, national origin, sexual orientation, ancestry, citizenship, marital status, disability, physical or mental handicap, military status or unfavorable discharge from military service - or of those with whom the employee associates - may constitute discrimination in the terms and conditions of employment, and as such, may violate *Title VII of the Civil Rights Act of 1964*, the *Age Discrimination in Employment Act*, the *Rehabilitation Act of 1973*, the *Americans with Disabilities Act*, the *Illinois Human Rights Act*, and/or the *Immigration Reform and Control Act of 1986*.
2. Harassment: Unwelcome conduct may constitute harassment if it is directed at another individual on the basis of that individual's status as a member of, or association with, one of the protected groups listed above and has the purpose or effect of substantially interfering with the employee's professional performance or creating a hostile, intimidating or offensive working environment.
3. Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
  - a. submission to such conduct is made either explicitly or implicitly a term or condition of an employee's continued employment; or
  - b. submission to or rejection of such conduct by an employee is used as the basis for employment or decisions affecting that employee; or
  - c. such conduct has the purpose or effect of substantially interfering with the professional performance of the employee, or of creating an intimidating, hostile or offensive working environment.
4. Retaliation: Retaliating against an employee for resisting or reporting any harassment or for participating in an investigation or testifying regarding a claim of harassment is also prohibited

activity or conduct.

Whistleblower protection may be available under the State Officials and Employees Ethics Act ([5 ILCS 430/](#)), the Whistleblower Act ([740 ILCS 174/](#)), and the Ill. Human Rights Act ([775 ILCS 5/](#)).

Retaliation may include, but is not limited to, retaliatory discipline, change of work assignments, or refusal to cooperate or discuss work-related matters.

5. Other: Intentionally pressuring or intimidating another employee with respect to a claim of harassment, or falsely denying, lying about or otherwise covering up or attempting to cover up any behavior described in this Policy is prohibited conduct and will subject the employee to discipline. Also, an employee who is found to have filed a false and frivolous complaint shall be subject to discipline. However, a complaint shall not be considered false and frivolous solely because it is not proven, provided it was made in good faith.

### Employee Responsibilities

1. District Supervisory Personnel: Shall be responsible for preventing and correcting any acts of unlawful harassment or retaliation, and are further required to assist school district personnel in following the procedures described in this Policy. Such supervisory responsibilities shall include, but not be limited to, the following:
  - a. Monitoring their work environment on a regular basis for signs that unlawful harassment may be occurring;
  - b. Counseling employees on the types of prohibited behavior, and the district's procedures for reporting and resolving complaints of unlawful harassment;
  - c. Stopping any observed acts that may be considered unlawful harassment and taking appropriate steps to intervene, whether or not the involved employee/s are within his/her direct line of supervision;
  - d. Taking immediate action to limit, to the extent possible, the work contact between employees involved in a complaint of unlawful harassment, pending investigation; and
  - e. Assisting any employee of the district who makes a complaint of unlawful harassment in documenting the incident and filing a complaint with the district's Nondiscrimination Coordinators.
2. District Employees: Shall be responsible for assisting in the prevention and correction of any and all unlawful harassment through the following acts:
  - a. Refraining from participation in, or encouragement of, actions that constitute unlawful harassment;
  - b. Making a prompt report of any acts believed to be unlawful harassment to a supervisor – regardless of whether such acts are directed at or merely witnessed by the employee; and
  - c. Assisting any employee who confides that he/she is being harassed by encouraging that person to report the incident to a supervisor.

### Complaint/Investigation Procedure

Any District employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, up to and including discharge. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, up to and including discharge.

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

Employees and *nonemployees* (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors and consultants) should report claims of sexual harassment to the Nondiscrimination Coordinator and/or use the Board policy 2:260, *Uniform Grievance Procedure*. Individuals may choose to report to a person of the individual's same sex. Initiating a complaint of sexual harassment shall not adversely affect the complainant's employment, compensation, or work assignments.

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

There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Whom to Contact with a Report or Complaint [PRESSPlus2](#)

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

**Nondiscrimination Coordinator:**

Mrs. Sandra Allen  
131 McKinley,  
Lake Villa, IL 60046  
[sandra.allen@district41.org](mailto:sandra.allen@district41.org)  
847.356.2385 Ext. 15070

**Complaint Managers:**

Mrs. Sandra Allen	Dr. Vic Wight
131 McKinley,	131 McKinley,
Lake Villa, IL 60046	Lake Villa, IL 60046
<a href="mailto:sandra.allen@district41.org">sandra.allen@district41.org</a>	<a href="mailto:victor.wight@district41.org">victor.wight@district41.org</a>
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Dissemination of Policy

A copy of this Policy shall be distributed to each employee annually. The Nondiscrimination Coordinators or the Superintendent, or their designee, shall discuss this Policy with the school district's employees each year. Additionally, the Superintendent shall use reasonable measures to inform nonemployees of this policy, including posting on the District website and/or making this policy available in the District's administrative office.

## Recourse to State and Federal Fair Employment Practice Agencies

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

### LEGAL REF.:

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964; [29 C.F.R. §1604.11](#).

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

[5 ILCS 430/70-5\(a\)](#), State Officials and Employees Ethics Act.

[775 ILCS 5/2-101\(E\)](#) and (E-1), [5/2-102\(A\)](#), (A-10), (D-5), [5/2-102\(E-5\)](#), [5/2-109](#), [5/5-102](#), and [5/5-102.2](#), Ill. Human Rights Act.

[56 Ill. Admin.Code Parts 2500](#), [2510](#), [5210](#), and [5220](#).

[Vance v. Ball State Univ.](#), 570 U.S. 421 (2013).

[Crawford v. Metro. Gov't of Nashville & Davidson Cnty.](#), 555 U.S. 271 (2009).

[Jackson v. Birmingham Bd. of Educ.](#), 544 U.S. 167 (2005).

[Oncale v. Sundowner Offshore Servs.](#), 523 U.S. 75 (1998).

[Burlington Indus. v. Ellerth](#), 524 U.S. 742 (1998).

[Faragher v. City of Boca Raton](#), 524 U.S. 775 (1998).

[Harris v. Forklift Systems](#), 510 U.S. 17 (1993).

[Franklin v. Gwinnett Co. Public Schools](#), 503 U.S. 60 (1992).

[Meritor Savings Bank v. Vinson](#), 477 U.S. 57 (1986).

[Porter v. Erie Foods Int, Inc.](#), 576 F.3d 629 (7th Cir. 2009).

[Williams v. Waste Mgmt.](#), 361 F.3d 1021 (7th Cir. 2004).

[Berry v. Delta Airlines](#), 260 F.3d 803 (7th Cir. 2001).

[Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n](#), 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

Adopted: December 16, 2024

## **PRESSPlus Comments**

PRESSPlus 1. This policy's content is unique to the district. Please consult the author and the **PRESS** sample, available by logging in at [www.iasb.com](http://www.iasb.com), to determine necessary changes. **Issue 118, April 2025**

PRESSPlus 2. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **Section 5 - Personnel**

#### **5:60 General Personnel - Expenses**

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the employee, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event. The District is not responsible for losses due to an employee's own negligence, losses due to normal wear, or losses due to theft, unless the theft was a result of the District's negligence, nor for items that were not pre-approved by administration. Employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense advancements, reimbursements, or purchase orders that show the following:

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

#### **Advancements**

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

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

#### **Reimbursements and Purchase Orders**

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

Expense reimbursements and purchase order approvals are not guaranteed and, when possible,

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

### Use of Credit and Procurement Cards

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

### Exceeding the Maximum Allowable Expense Amount(s)

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

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

### Registration

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

### Travel

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

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

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

4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, ride sharing services, or other local transportation costs.

### Meals

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

## Lodging

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

## Miscellaneous Expenses

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

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

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

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

1. The participation of the employee is necessary to the award, and the costs are specifically related to the award.
2. Expenses must be permissible under the terms and conditions of the award.
3. Expenses must be reasonable and consistent with this policy.
4. The Board does not reimburse actual expenses or pay a per diem allowance unless the employee is on official *travel status* for more than 12 hours. However, employees remain eligible for mileage reimbursement (minus regular commuting mileage/costs) and other transportation expenses if on travel status less than 12 hours.
5. Expenses may be charged based on an actual cost basis or on a per diem basis in lieu of actual costs incurred; however, only one method may be applied per trip.
6. Commercial airfare costs in excess of the least expensive coach or economy class are prohibited except when such accommodations would: (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Qualifying circumstances must be explained on the expense form, and Board approval of the additional expense is required.
7. Per diem rates and actual reimbursement amounts for mileage, meals, and lodging may not exceed the rates established by the Governor's Travel Control Board or federal travel regulations, whichever is less. These limits do not apply when: (1) an employee stays in the lowest-priced room available at or near a hotel where a conference or seminar is located or in accommodations arranged by the conference/seminar organization, or (2) lodging at or below the established rate is unavailable. In those cases, the employee will be reimbursed for actual lodging expenses with prior approval, but in no case will the reimbursement exceed 300% of the applicable maximum per diem rate. If a conference fee includes a meal, the meal or per diem allowance will be reduced by the actual value of the meal or the applicable meal allowance, whichever is less.
8. Employees must use the least expensive compact car available when using a rental car for travel, unless an exception is approved. The Board does not reimburse employees for collision damage waiver or theft insurance.
9. The Board will reimburse travel expenses not chargeable to an award from other District funds consistent with this policy.

LEGAL REF.:

2 C.F.R. §200.4754. [PRESSPlus1](#)

[30 ILCS 708/130](#), Grant Accountability and Transparency Act.

[50 ILCS 150/](#), Local Government Travel Expense Control Act.

[105 ILCS 5/10-22.32](#).

[820 ILCS 115/9.5](#), Ill. Wage Payment and Collection Act.

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

Adopted: December 14, 2020

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### **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated. **Issue 118, April 2025**

# Document Status: Draft Update

## Section 5 - Personnel

### **5:100 Staff Development Program**

The Superintendent or designee shall implement a staff development program. The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate any School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State. [PRESSPlus1](#)

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

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

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

#### In-Service Training Requirements

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

1. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in [105 ILCS 5/2-3.166](#) (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in [105 ILCS 5/3-11](#).
2. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
  - a. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in [105 ILCS 110/3.10](#) (see Board policy 7:185, *Teen Dating Violence Prohibited*).
3. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
  - a. Teacher-student conduct;
  - b. School employee-student conduct; and

- c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in [105 ILCS 5/10-23.13](#) (*Erin's Law*).

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

LEGAL REF.:

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[42 U.S.C. §1758b](#), [Pub. L. 111-296](#), Healthy, Hunger-Free Kids Act of 2010; [7 C.F.R. Parts 210](#) and [235](#).

[105 ILCS 5/2-3.62](#), [5/2-3.166](#), [5/3-11](#), [5/10-20.17a](#), [5/10-20.61](#), [5/10-22.6\(c-5\)](#), [5/10-22.39](#), [5/10-23.12](#), [5/10-23.13](#), [5/22-80\(h\)](#), [5/22-95](#), [and 5/24-5](#), [and 5/26A](#).

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

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

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

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

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

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

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

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

[77 Ill.Admin.Code §527.800](#).

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

Adopted: September 23, 2024

## **PRESSPlus Comments**

PRESSPlus 1. This policy's content is unique to the district. Please consult the author and the **PRESS** sample, available by logging in at [www.iasb.com](http://www.iasb.com), to determine necessary changes. **Issue 118, April 2025**

# Document Status: Draft Update

## Section 7 - Students

### 7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

#### Sex Equity

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

Any student may file a sex equity complaint by using Board policy 2:260, Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to [105 ILCS 5/3-10](#)) and, thereafter, to the State Superintendent of Education (pursuant to [105 ILCS 5/2-3.8](#)).

Any student may file a sexual harassment discrimination <sup>PRESSPlus1</sup> complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

#### Administrative Implementation

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

#### LEGAL REF.:

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[Good News Club v. Milford Central Sch.](#), 533 U.S. 98 (2001).

[Ill. Constitution, Art. I, §18.](#)

[105 ILCS 5/3.25b](#), [5/3.25d\(b\)](#), [5/10-20.12](#), [5/10-20.60](#), [5/10-20.63](#), [5/10-22.5](#), [5/26A](#), and [5/27-1](#).

[775 ILCS 5/1-101](#) et seq., Illinois Human Rights Act.

[775 ILCS 35/5](#), Religious Freedom Restoration Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: December 16, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

## *Document Status: Draft Update*

### Section 7 - Students

#### **7:60 Residence**

##### Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or affidavit stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition. The District, however, is not responsible for the student's transportation to or from school.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within six months after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

##### Residence of Students with Disabilities

The residence of a child with a disability is determined in accordance with [105 ILCS 5/14-1.11](#), [5.14-1.11a](#), and [5/14-1.11b](#).

##### Admission of a Non-Resident Student Who Intends to Become a Resident

Under certain conditions, the Superintendent or designee may grant an exception to the residency requirement if the person seeking to enroll a student in the District plans to move into the District but will not take possession of his/her residence until after the student is scheduled to begin school. A request for an exception must be submitted in writing to the Superintendent or designee, and the person seeking to enroll the student must comply with the following requirements:

1. The person seeking to enroll the student must furnish to the Superintendent or designee proof that the person will take possession of the residence by one of the following:
  - a. An agreement to purchase residential property in the District, signed by the seller and the person seeking to enroll the student as buyer, which recites a closing date within 60 calendar days after the enrollment date or the first day of the school year, whichever is later.
  - b. A copy of a lease, signed by landlord and the person seeking to enroll the student as tenant, giving the person seeking to enroll the student occupancy of a house or apartment in the District within 60 calendar days after the enrollment date or the first day of the school year, whichever is later; or
  - c. A copy of an agreement with a building contractor, signed by the contractor and the person seeking to enroll the student, for the construction of a dwelling in the District with a contract including an occupation date of not later than 60 calendar days after the enrollment date or the first day of the school year, whichever is later.
2. The person seeking to enroll the student must tender to the Superintendent or designee a check for one semester's tuition and a signed Letter of Agreement stating the intention to move into the District within the 60 calendar-day window.
3. If the person and the student move into the new residence and present valid residency paperwork, including proof of physical presence in the residence with the intent to make it their permanent home, to the District within 60 calendar days of enrollment or the first day of the school year, whichever is later, the District will return the tuition check in full.
4. If the person and the student move into their new residence after the 60 calendar day period has expired, they will be charged tuition for the period that they were not residents and a prorated amount of their tuition, if any, will be returned. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

Under no circumstances may this exception and tuition be extended beyond one full school year.

### Admission of Nonresident Students Pursuant to an Agreement or Order

#### Nonresident students may attend District schools pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance. [PRESSPlus1](#)
2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions. [PRESSPlus2](#)
3. According to an intergovernmental agreement, including, but not limited to, an agreement for interdistrict transfer of students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A. [PRESSPlus3](#)
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.

### Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. School Board policy 6:140 *Education of Homeless Children*, and its implementing administrative procedure, govern the

enrollment of homeless children.

### Nonresident Student Admission

Non-resident students may not attend District schools.

### Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a non-resident of the District for whom tuition is required to be charged, he or she on behalf of the Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, [105 ILCS 5/10-20.12b](#).

LEGAL REF.:

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[105 ILCS 5/10-20.12a](#), [5/10-20.12b](#), [5/10-22.5](#), [5/10-22.5a](#), [5/14-1.11](#), [5/14-1.11a](#), and [5/14-1.11b](#), and [5/26A](#).

[105 ILCS 45/](#), Education for Homeless Children Act.

[105 ILCS 70/](#), Educational Opportunity for Military Children Act.

[23 Ill.Admin.Code §1.240](#).

*Israel S. by Owens v. Bd. of Educ. of Oak Park and River Forest High Sch. Dist. 200*, 235 Ill.App.3d 652 (5th Dist. 1992).

*Joel R. v. Board of Education of Manheim School District 83*, 292 Ill.App.3d 607 (1st Dist. 1997).

*Kraut v. Rachford*, 51 Ill.App.3d 206 (1st Dist. 1977).

CROSS REF.: 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#)

Adopted: September 23, 2024

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### **PRESSPlus Comments**

PRESSPlus 1. The agreement described in #1 is optional (105 ILCS 5/10-22.5a(a)) and districts are not required to enter into such agreements nor to alter existing transportation services due to the attendance of such nonresident students. **Issue 118, April 2025**

PRESSPlus 2. The agreement described in #2 is optional (105 ILCS 5/10-22.5a(a)); districts should be sure it is consistent with policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. **Issue 118, April 2025**

PRESSPlus 3. An example of an agreement described in #3 is one to accept nonresident students; entering into such an agreement is optional. Nonresident students may include students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A, added by P.A. 102-466, *a/k/a Ensuring Success in School Law*, eff. 7-1-25. Interdistrict transfer is not required by Article 26A, but including language about it in this policy is recommended in the 2024 Ensuring Success in School (ESS) Task Force Report to the Governor and the General Assembly, available here: [www.isbe.net/Documents\\_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf](http://www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf). For further information about the 2024 ESS Task Force, see footnote 1 in sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

# Document Status: Draft Update

## Section 7 - Students

### 7:70 Attendance and Truancy

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 8 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), [PRESSPlus1](#) observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as permitted by any Board policy or any Board approved Student Handbook, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or another reason as approved by the Superintendent or designee. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. [PRESSPlus2](#) Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

#### Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 8 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to communicate, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.

5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, ~~or~~ **and** information about **available** community ~~agency~~ services **relevant to such students' needs**. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
  - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
  - b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to ~~teachers, administrators~~ **all school personnel**, Board members, **and** school resource officers, ~~and staff~~ **PRESSPlus3** on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

### Monitoring/Updating

Pursuant to State law and **Board** policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

### LEGAL REF.:

[105 ILCS 5/22-92](#) and [5/26-1 through 5/26-3](#), [5/26-5 through 5/26-16](#), ~~and 5/26-18~~, **and 5/26A**.

[705 ILCS 405/3-33.5](#), Juvenile Court Act of 1987.

[23 Ill.Admin.Code §§1.242](#) and [1.290](#).

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and

Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:190 (Student Discipline), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

Adopted: August 12, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Fulfillment of a parenting responsibility* includes, but is not limited to, arranging and providing child care, caring for a sick child, attending prenatal or other medical appointments for the expectant student, and attending medical appointments for a child. *Circumstances resulting from domestic or sexual violence* includes, but is not limited to, experiencing domestic or sexual violence, recovering from physical or psychological injuries, seeking medical attention, seeking services from a domestic or sexual violence organization as defined in 105 ILCS 5/26A-10, seeking psychological or other counseling, participating in safety planning, temporarily or permanently relocating, seeking legal assistance or remedies, or taking any other action to increase the safety or health of the student or to protect the student from future domestic or sexual violence. Before an absence of three or more consecutive days that is related to domestic or sexual violence, a district may require a student to verify his or her claim of domestic or sexual violence under 105 ILCS 5/26A-45. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

## *Document Status: Draft Update*

### Section 7 - Students

#### **7:180 Prevention of and Response to Bullying, Intimidation, and Harassment**

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

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

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

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

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

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

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

meant to be illustrative and non-exhaustive.

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

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

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

### Bullying Prevention and Response Plan

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

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, [Title IX Coordinator](#), [PRESSPlus1](#) Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

### **Nondiscrimination Coordinator:**

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4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but

are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
  - a. The frequency of victimization;
  - b. Student, staff, and family observations of safety at a school;
  - c. Identification of areas of a school where bullying occurs;
  - d. The types of bullying utilized; and
  - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The District's bullying prevention plan must be consistent with other Board policies.

LEGAL REF.:

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

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

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

[23 Ill.Admin.Code §§1.240](#), [1.280](#), and [1.295](#).

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools)

Adopted: August 12, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

## *Document Status: Draft Update*

### Section 7 - Students

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

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

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

1. Fully implements and enforces each of the following Board policies:
  - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
  - b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in ~~sexual discrimination, including sex-based~~ harassment, [PRESSPlus1](#) in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
  - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
  - d. 7:180, *Preventing Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
  - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
  - b. The Nondiscrimination Coordinator, Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 through 8, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and*

*Emotional Development.*

4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Dean of Students, or a Complaint Manager or designee.
5. Notifies students and parents/guardians of this policy.

Incorporated

by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

[105 ILCS 110/3.10.](#)

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: September 23, 2024

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

# Document Status: Draft Update

## Section 7 - Students

### **7:310 Restrictions on Publications; Elementary Schools**

#### School-Sponsored Publications and Web Sites

School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

#### Non-School Sponsored Publications Accessed or Distributed On-Campus

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy 7:190, Student Behavior, PRESSPlus1 and/or Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material

to be distributed or accessed is primarily prepared by students.

Accessing or distributing “on-campus” includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

#### Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing publications that cause: (a) substantial disruption or a foreseeable risk of substantial disruption to school operations or interferes with the rights of other students or staff members.

#### Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

LEGAL REF.:

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

[Hazelwood v. Kuhlmeier](#), 484 U.S. 260 (1988).

[Tinker v. Des Moines Indep. Cmty. Sch. Dist.](#), 393 U.S. 503 (1969).

[Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118](#), 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), [7:190 \(Student Behavior\)](#), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

Adopted: January 24, 2022

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#### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the addition of a definition of *sexting* in 7:190, *Student Behavior*. **Issue 118, April 2025**

## *Document Status: Draft Update*

### Section 7 - Students

#### **7:340 Student Records**

School student records are confidential and information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or a school employee, except as provided in State or federal law. State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parent(s)/guardian(s) shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, the District discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

#### Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the person having legal custody/parental responsibility or the student (if over the age of 18). Upon a student's 18<sup>th</sup> birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is strictly prohibited.

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2)

the District receives a written request to discontinue use of biometric information from the person having legal custody/parental responsibility of the student or the student (if over the age of 18). Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.

LEGAL REF.:

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act; [34 C.F.R. Part 99](#).

[50 ILCS 205/7](#), Local Records Act.

105 ILCS 5/10-20.12b, 5/10-20.40, [and 5/14-1.01 et seq.](#), [and 5/26A-30](#), [PRESSPlus1](#)

[105 ILCS 10/](#), Ill. School Student Records Act.

[105 ILCS 85/](#), Student Online Personal Protection Act.

[325 ILCS 17/](#), Children's Privacy Protection and Parental Empowerment Act.

[750 ILCS 5/602.11](#), Ill. Marriage and Dissolution of Marriage Act.

[23 Ill.Admin.Code Parts 226](#) and [375](#).

[Owasso I.S.D. No. I-011 v. Falvo](#), 534 U.S. 426 (2002).

*Chicago Tribune Co. v. Chicago Bd. of Ed.*, 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: February 13, 2023

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## **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. . **Issue 118, April 2025**

# Document Status: Draft Update - Rewritten

## Section 2 - Board of Education

### **2:265 Title IX Grievance Procedure**

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) [PRESSPlus1](#) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

#### Title IX Sexual Harassment Prohibited

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

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

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

#### Definitions from 34 C.F.R. §106.30

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

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

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

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

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

### Title IX Sexual Harassment Prevention and Response

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

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus2](#) or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

### Making a Report

A person who wishes to make a report under this Title IX grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus3](#) a Complaint Manager, or any employee with whom the person is comfortable speaking.

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

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator. [PRESSPlus4](#)

### **Title IX Coordinator:**

Name

Address

Email

Telephone

### Processing and Reviewing a Report

Upon receipt of a report made under this Title IX grievance procedure, the Title IX Coordinator and/or designee will promptly contact the Complainant to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the

Complainant of the availability of supportive measures with or without the filing of a Formal Title IX Sexual Harassment Complaint, and (4) explain to the Complainant the process for filing a Formal Title IX Sexual Harassment Complaint.

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

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

#### Formal Title IX Sexual Harassment Complaint Grievance Process

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

The Superintendent or designee shall implement procedures to ensure that all Formal Title IX Sexual Harassment Complaints are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
  - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
  - b. Receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training [PRESSPlus5](#) on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard. [PRESSPlus6](#)
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

### Enforcement

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

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

### Retaliation Prohibited

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

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

### LEGAL REF.:

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

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

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

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

## PRESSPlus Comments

PRESSPlus 1. Rewritten in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. See the sample policy 2:265's footnotes, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for more information. **Issue 118, April 2025**

PRESSPlus 2. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 3. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 4. While the name and contact information is required by law to be listed, it is not part of the adopted policy and does not require board action. It is important for the updated name and contact information to be inserted into this policy and regularly monitored. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. If the district has more than one Title IX Coordinator, it should designate one of its Title IX Coordinators to retain ultimate oversight to ensure the district's consistent compliance with its responsibilities under Title IX and its implementing regulations. The Title IX Coordinator with ultimate oversight should be listed in this policy.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 5. While live hearings are only required for postsecondary institutions, elementary and secondary schools may choose to offer them as part of their grievance process. **Consult the board attorney** if the board wants the district to use a live hearing in its grievance process.

If using a live hearing during the grievance process, amend #5 by inserting the following underscored text: "Require that any individual designated by the District as a decision-maker receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant." After inserting the underscored text, use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 6. 34 C.F.R. §106.45(b)(1)(vii) requires the Title IX sexual harassment grievance process to state the standard of proof it will use to determine responsibility of the respondent. The standard of proof selected must be applied "consistently to formal complaints alleging Title IX sexual harassment regardless of whether the respondent is a student or an employee." 85 Fed. Reg. 30373. *Preponderance of evidence* is a standard of proof used in civil cases. It means "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." See *Black's Law Dictionary, 11th ed. 2019*. *Preponderance of evidence* is the standard of proof used in sample policy 2:260, *Uniform Grievance Procedure*.

*Clear and convincing* is a higher standard of proof, requiring more than *preponderance of evidence* but less than proof beyond a reasonable doubt. It means “evidence indicating that the thing to be proved is highly probable or reasonably certain.” See *Black’s Law Dictionary, 11th ed. 2019*. **Consult the board attorney regarding the appropriate standard of proof for the district, as well as implications if a different standard of proof is used in this policy than in 2:260, *Uniform Grievance Procedure*.** For boards that choose the *clear and convincing evidence* standard of proof, delete “~~*preponderance of*~~” and insert “*clear and convincing*.” Ensure the same standard of proof is used in 2:265-AP2, *Formal Title IX Complaint Grievance Process*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**



## Operational Services

### Food Services <sup>1</sup>

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

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

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

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

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

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

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

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

<sup>2</sup> 7 C.F.R. Parts 210 & 220.

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

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

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

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

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

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

## Community Relations

### Visitors to and Conduct on School Property <sup>1</sup>

The following definitions apply to this policy:

**School property** - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. <sup>2</sup>

**Visitor** - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution. <sup>3</sup>

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the

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

<sup>1</sup> State or federal law controls this policy's content. Boards may make and enforce reasonable rules of conduct and sportsmanship for school events and deny future admission to school events to violators for up to one year provided a notice and hearing are given. 105 ILCS 5/24-24. See f/n 20 below.

This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

<sup>2</sup> School-sponsored or school-sanctioned events or activities aligns with the text of 105 ILCS 5/27-23.7(a).

<sup>3</sup> This paragraph is up to the local board's discretion. Many public school buildings were built before school security was the concern it is now. A first step in creating a secure environment is to manage access to school buildings. Along with limiting the entrances that may be used, school officials should post signs with instructions for visitors and a warning to trespassers. Signs may be as simple as "Visitors Must Report to Office" and "No Trespassing – Violators will be Prosecuted." Applicable criminal trespass laws include: 720 ILCS 5/21-1 (criminal damage to property); 5/21-1.2 (institutional vandalism); 5/21-3 (criminal trespass to real property); 5/21-5 (criminal trespass to State supported land); 5/21-5.5 (criminal trespass to a safe school zone); 5/21-9 (criminal trespass to a place of public amusement); 5/21-11 (distributing or delivering written or printed solicitation on school property). This sample policy identifies board members as visitors.

The following optional provisions must be modified according to local conditions:

**Option 1:** The Superintendent or designee may post certain school facilities for the community's use on non-school days when they are not being used for school purposes.

**Option 2:** The Superintendent or designee shall manage a program to allow community use of the following facilities on non-school days, during the daylight, provided they are not being used for school purposes: tennis courts, playground, and track.

appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee. <sup>4</sup>

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person. <sup>5</sup>
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device. <sup>6</sup>
4. Damage or threaten to damage another's property. <sup>7</sup>
5. Damage or deface school property. <sup>8</sup>
6. Violate any Illinois law,<sup>9</sup> or town or county ordinance.
7. Smoke or otherwise use tobacco products. <sup>10</sup>

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

<sup>4</sup> 105 ILCS 5/14-8.02(g-5). See sample administrative procedure 6:120-AP2, *Access to Classrooms and Personnel*, and sample exhibit 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.

<sup>5</sup> See e.g., 720 ILCS 5/12-2 (aggravated assault); 5/12-2(b)(9) (aggravated assault against a sports official or coach); 5/12-3.05(c) (aggravated battery on public property); 5/12-3.05(d)(3) (aggravated battery against a school employee); 5/12-9 (threats to public officials); 5/24-1.2 (discharge of a firearm).

<sup>6</sup> With one exception, a license to carry a firearm does not permit an individual to carry a concealed firearm on or into any building, real property, and/or parking area under the control of an elementary or secondary school, or any bus paid for in whole or part with public funds. 430 ILCS 66/65(a). The following optional provision adds that exception, which is a restatement of 430 ILCS 66/65(b), to the text in number 3:

An individual licensed to carry a concealed firearm under the Illinois Firearm Concealed Carry Act is permitted to: (a) carry a concealed firearm within a vehicle into a parking area controlled by a school or the District and may store a firearm or ammunition concealed in a case within a locked vehicle or locked container out of plain view within the vehicle in the parking area, and/or (b) carry a concealed firearm in the immediate area surrounding his or her vehicle in a parking area controlled by a school or the District for the limited purpose of storing or retrieving a firearm within the vehicle's trunk.

Other relevant weapons laws include 705 ILCS 405/5-407 (juvenile in possession of a firearm), 720 ILCS 5/24-9 (firearms; child protection); 720 ILCS 5/24-1(c) (unlawful use of weapons in schools); 720 ILCS 5/24-1.2, 5/24-3 (unlawful delivery or sale of a firearm near school); 705 ILCS 405/5-130, 405/5-805 (minor 15 years or older who commits aggravated battery with a firearm at school is tried as an adult).

<sup>7</sup> See e.g., 720 ILCS 5/2-19.5 (definition of school), 5/16-1 (theft), 5/18-1 (robbery; aggravated robbery), 5/19-1 (burglary), and 21-1 (criminal damage to property).

<sup>8</sup> See e.g., 720 ILCS 5/21-1.01 (criminal damage to government supported property), 21-1.2 (institutional vandalism), and 21-1.3 (criminal defacement of property).

<sup>9</sup> See e.g., 720 ILCS 5/11-9.3 (presence within school zone by child sex offenders prohibited), 5/11-14 (prostitution), and 5/11-18, amended by P.A. 103-1071, eff. 7-1-25 (patronizing a person engaged in the sex trade); 720 ILCS 5/21-11 (soliciting students to commit illegal acts).

<sup>10</sup> Required by 105 ILCS 5/10-20.5b and 410 ILCS 82/1 *et seq.* Federal law prohibits smoking inside schools (20 U.S.C. §7973); districts failing to comply with the federal no-smoking ban risk a civil penalty of up to \$1000 per violation per day.

8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug. <sup>11</sup>
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred. <sup>12</sup>
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*. <sup>13</sup>
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner). <sup>14</sup>
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive. <sup>15</sup>
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding. <sup>16</sup>
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

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<sup>11</sup> See 720 ILCS 570/407 (delivery of controlled substance on or within 1000 feet of a school) and 410 ILCS 705/ (Cannabis Regulation and Tax Act). See also the discussion in f/ns 5 and 6 of sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*; this statement must be consistent with employee working conditions and employee conduct standards (see sample administrative procedure 5:120-AP2, *Employee Conduct Standards*).

<sup>12</sup> Each board and superintendent may want to engage in a conversation regarding how the district might partner with local law enforcement to enforce this policy and the penalties available under the Cannabis Regulation and Tax Act, e.g., posting signs barring community members from bringing in weapons, alcohol, cannabis, tobacco, etc. Signage reminding visitors of the policy may make it easier for staff and/or local law enforcement to enforce.

<sup>13</sup> Managing cannabis on district property and the school setting presents many unsettled and complex legal issues. To legally use medical cannabis in Illinois, an individual must first become a *registered qualifying patient*. The use of cannabis by a *registered qualifying patient* is permitted only in accordance with the Compassionate Use of Medical Cannabis Program Act (Medical Cannabis Program Act (MCPA)). 410 ILCS 130/. There are many situations in which no one, even a *registered qualifying patient*, may possess or use cannabis, including (a) in a school bus, (b) on the grounds of any preschool or primary or secondary school, or (c) in close physical proximity to anyone under the age of 18 years of age. 410 ILCS 130/30(a)(2), (3), and (4). However, *Ashley's Law*, 105 ILCS 5/22-33(b) and (g), allows parents/guardians and other *designated caregivers* to administer medical cannabis infused products to students who are *registered qualifying patients* at school or on the school bus, and requires school boards to adopt a policy to implement the law unless the district would lose federal funding. See sample policy 7:270, *Administering Medicines to Students* and its f/n 22.

Remember that *Ashley's Law* requires the designated caregiver to remove the product from the school premises or the school bus after administering it to the student, so as a result, sample policy 7:270, *Administering Medicines to Students*, requires immediate removal of medical cannabis infused products after administering them to the student (see f/n 27 of that policy for further discussions).

<sup>14</sup> See e.g., 720 ILCS 5/21.2-1 *et seq.* (interference with a public institution of education).

<sup>15</sup> See e.g., 625 ILCS 5/11-605 (special speed limit zones). 625 ILCS 5/12-610.1(e) prohibits wireless telephone use while operating a motor vehicle on a roadway in a school speed zone except for emergency purposes. 625 ILCS 5/12-803(f), added by P.A. 103-404, prohibits motor vehicle drivers from making contact with any portion of a stopped school bus or making contact with a school child within 30 feet of the school bus.

<sup>16</sup> The pivotal question in a negligence case is whether the defendant acted reasonably. A ban on rollerblading demonstrates that the district took reasonable steps to reduce the risk of injury.

### Convicted Child Sex Offender <sup>17</sup>

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

### Exclusive Bargaining Representative Agent <sup>18</sup>

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

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<sup>17</sup> 720 ILCS 5/11-9.3(a). The definition of *child sex offender* is found at 720 ILCS 11-9.3(d), amended by P.A. 103-1071, eff. 7-1-25. The statute assigns the child sex offender the "duty to remain under the direct supervision of a school official." In order to ensure this happens and to protect students, the sample policy requires the superintendent, or designee who is a certified employee, to supervise a child sex offender whenever the offender is in a child's vicinity. See also the Sex Offender Community Notification Law (730 ILCS 152/101 *et seq.*); Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75 - 154/105); sample policy 4:170, *Safety*; and sample administrative procedure 4:175-API, *Criminal Offender Notification Laws; Screening*.

<sup>18</sup> 105 ILCS 5/24-25; 115 ILCS 5/3(c). If a provision contained in a collective bargaining agreement addresses this issue, it will supersede this policy for those covered employees. In such cases, the board policy should be amended to state, "Please refer to the applicable collective bargaining agreement." For employees whose collective bargaining agreement does not address this subject, the policy should reflect the board's current practice. Consult the board attorney about this subhead. It is an item on which collective bargaining may be required. Any policy that impacts wages, hours, or terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. Amend the language to reflect what is recommended by the board attorney.

The School Code permits bargaining representatives to meet with employees during *duty-free time* upon notice to the school office. The Ill. Educational Labor Relations Act expanded the rights of access by bargaining representatives to also include meeting with employees during the employee work day if the meeting: (1) is to investigate and discuss grievances and workplace-related complaints (no time limit is specified) or (2) is with a newly hired employee within the first two weeks of employment (or on a later date if mutually agreed upon by the employee and bargaining representative) for one hour or less. In those circumstances, the district may not dock employee pay or charge leave time. 115 ILCS 5/3(c). However, the access must be *reasonable* and "shall at all times be conducted in a manner so as not to impede normal operations." *Id.* Consult the board attorney for guidance regarding specific requests and whether, if granted, they would impede normal operations, e.g., requests for access to staff while they are performing instructional or supervisory duties. Determining whether normal operations are impeded will likely depend upon the position and duties of the employee in the district.

## Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act.<sup>19</sup> The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law.<sup>20</sup> The person also may be subject to being denied admission to school athletic or extracurricular events for up to one calendar year in accordance with the procedures below.<sup>21</sup>

### Procedures to Deny Future Admission to Athletic or Extracurricular School Events

Before any person may be denied admission to athletic or extracurricular school events, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date. The hearing notice must contain:<sup>22</sup>

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and

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<sup>19</sup> 105 ILCS 5/24-25. Refusal to provide such information is a Class A misdemeanor.

<sup>20</sup> 105 ILCS 5/10-20.5 (rules), 5/10-22.10 (control and supervision of school houses and school grounds); 720 ILCS 5/21-3 (criminal trespass to real property), 5/21-5 (criminal trespass to State supported land), 5/21-5.5 (criminal trespass to a safe school zone). See f/n 3, above.

<sup>21</sup> See Nuding v. Cerro Gordo Comm. Unit Sch. Dist., 313 Ill. App.3d 344 (4th Dist. 2000) (board was authorized to ban parent from attending all school events and extracurricular activities by 105 ILCS 5/24-24 and to enforce conduct rules at its meetings by 105 ILCS 5/10-20.5; the ban was based on the parent's exposing a toy gun and a pocketknife at a board meeting); Jordan ex rel. Edwards v. O'Fallon Tp. High Sch. Dist., 302 Ill.App.3d 1070 (5th Dist. 1999) (105 ILCS 5/24-24 did not give a high school athlete the right, under the due process clause, to a notice and hearing before he could be suspended from participating in interscholastic athletics; the statute expands the schools' authority to ban people from attending school events for breaching conduct and sportsmanship code).

<sup>22</sup> 105 ILCS 5/24-24. If a violator is a student, the hearing should be held in a closed meeting. 5 ILCS 120/2(c)(9). Otherwise, a hearing regarding denial of admission to *school events or property* pursuant to 105 ILCS 5/24-24 may take place in an open meeting or in a closed meeting so long as the board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. Note: while 5 ILCS 120/2(c)(4.5), added by P.A. 103-311, refers to *school events or property*, 105 ILCS 5/24-24 only authorizes boards to deny admission to athletic and extracurricular *events*. The term *events* is arguably broader than *property* as school events may take place offsite; consult the board attorney for guidance.

Some boards prefer an open meeting hearing to make it publicly known what alleged conduct could result in someone being denied admission to athletic or extracurricular events, while others prefer a closed meeting hearing so as not to provide a public platform to someone alleged to have engaged in prohibited conduct. Consult the board attorney to determine the best approach for the district and to ensure alignment with local practices and conditions.

This text aligns with 105 ILCS 5/24-24 and only requires a hearing for denying admission to *school events*. The court in Nuding (see f/n 20, above) did not specifically answer whether a board meeting qualified as a *school event* under 105 ILCS 5/24-24, but it upheld the board's right to enforce conduct rules at its meetings under 105 ILCS 5/10-20.5.

Consult the board attorney if the district would like to deny an individual admission to board meetings. This issue involves a balancing of a board's interest in the orderly transaction of its public business and the efficiency of its meetings against an individual's: (a) statutory rights to attend meetings and/or comment to and ask questions of the board (105 ILCS 5/10-16 and 5 ILCS 120/2.06(g)), and (b) constitutional freedoms and rights of speech, the press, assembly, and to petition the government (U.S. Constitution, First Amendment and Ill. Constitution, Art. I, §§ 1, 2, 4, and 5).

4. Instructions on how to waive a hearing. <sup>23</sup>

LEGAL REF.: 20 U.S.C. §7971 et seq., Pro-Children Act of 2001.  
Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App.3d 344 (4th Dist. 2000).  
105 ILCS 5/10-20.5, 10-20.5b, 5/10-22.10, 5/22-33, 5/24-25, and 5/27-23.7(a).  
115 ILCS 5/3(c), Ill. Educational Labor Relations Act.  
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.  
410 ILCS 705/, Cannabis Tax and Regulation Act.  
430 ILCS 66/, Firearm Concealed Carry Act.  
720 ILCS 5/11-9.3, 5/21-1, 5/21-1.2, 5/21-3, 5/21-5, 5/21-5.5, 5/21-9, and 5/21-11.

CROSS REF.: 2:200 (Types of School Board Meetings), 2:230 (Public Participation at School Board Meetings and Petitions to the Board), 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

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<sup>23</sup> The hearing requirement is for the violator's benefit and, consequently, the violator should be able to waive it.

## Students

### School Admissions and Student Transfers To and From Non-District Schools <sup>1</sup>

#### Age [*Elementary or Unit Districts only*]

To be eligible for admission, a child must be five years old on or before September 1 of that school term.<sup>2</sup> A child entering first grade must be six years of age on or before September 1 of that school term.<sup>3</sup> Based upon an assessment of a child’s readiness to attend school, the District may permit him or her to attend school prior to these dates.<sup>4</sup> A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31.<sup>5</sup> A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age.<sup>6</sup> Early

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<sup>1</sup> State law requires some of the subject matter contained in this sample policy to be covered by policy and controls this policy’s content. Boards must adopt a policy on school admissions (105 ILCS 5/10-21.2) and restricting a student from transferring from another school while under a suspension or expulsion from that school (105 ILCS 5/10-22.6). A *registration guidance document*, updated annually, is available from the Ill. State Board of Education (ISBE) at: [www.isbe.net/Documents/guidance\\_reg.pdf](http://www.isbe.net/Documents/guidance_reg.pdf).

<sup>2</sup> 105 ILCS 5/10-20.12. The district may, however, establish a kindergarten for children between the ages of 4 and 6 years old. 105 ILCS 5/10-22.18. Any child between the ages of 7 and 17 (unless the child has already graduated from high school) must attend public or private school, with certain exceptions allowed for physical and mental disability, lawful employment, or other reasons as specified by statute. 105 ILCS 5/26-1. The phrase “a child between the ages of 7 and 17” is liberally construed to fully carry out the true intent and meaning of the General Assembly (5 ILCS 70/1.01), which is to ensure that students graduate from high school (105 ILCS 5/26-1). Therefore, “the ages of 7-17” means a child is 17 until his or her 18th birthday.

<sup>3</sup> Optional sentence.

<sup>4</sup> 105 ILCS 5/10-20.12.

<sup>5</sup> Id. Delete the first four sentences in this paragraph if the district operates a year-round school and use the following alternative:

To be eligible for admission, a child must be at least five years old within 30 days after the commencement of that school term. Based upon an assessment of the child’s readiness to attend school, the District may permit him or her to attend school prior to this date. A child may also attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool and continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will attain age six within four months after the commencement of the term.

<sup>6</sup> 105 ILCS 5/14-1.02 and 5/14-1.03a. An ISBE rule states: “Each school district shall be responsible for actively seeking out and identifying all children from birth through age 21 within the district (and those parentally-placed private school children for whom the district is responsible under 34 C.F.R. §300.131) who may be eligible for special education and related services.” 23 Ill.Admin.Code §226.100. Note that after a child is determined to be eligible for special education services, the child must be placed in the appropriate program no later than the beginning of the next school semester. 105 ILCS 5/14-8.02.

entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*.<sup>7 8</sup>

### Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate.<sup>9</sup> When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent<sup>10</sup> record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within ten days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that ten-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.<sup>11</sup>

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<sup>7</sup> 105 ILCS 5/14A-17, Accelerated Placement Act (APA). For high school districts, delete this sentence and the cross reference to 6:135, *Accelerated Placement Program*. See sample policy 6:135, *Accelerated Placement Program*, and sample administrative procedure 6:135-AP, *Accelerated Placement Program Procedures*, for further detail.

Attorneys disagree whether the APA conflicts with 105 ILCS 5/10-20.12 (*School year – School age*). See f/n 4 in sample policy 6:135, *Accelerated Placement Program* for a discussion about reconciling the APA and 105 ILCS 5/10-20.12. **Consult the board attorney for guidance.**

<sup>8</sup> Districts should consider implementing specific and objective criteria for early admissions and address such issues as who pays the costs for assessments, etc. Using this exception defeats the age requirement rules because it only relies upon a child's readiness, regardless of his or her age.

<sup>9</sup> Presenting a certified copy of a student's birth certificate is a missing children's law enforcement issue **that may not be used for denying enrollment**. See **Guidance Documents** subhead in sample administrative procedure 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*, for more information about enrollment and residency issues. Consult the board attorney if a student cannot produce a certified copy of his or her birth certificate and wishes to provide a passport, visa, or other governmental documentation of identity. To balance the tension between the missing children's laws reporting requirements and *Plyler v. Doe* (457 U.S. 202 (1982)), many attorneys advise not to report a student's failure to produce a birth certificate; however always consult the board attorney for assistance based upon the specific facts of the enrollment situation (see f/n 11 below).

<sup>10</sup> 23 Ill.Admin.Code §375.10 states that the *student permanent record* shall include basic identifying information, including the student's name, birth date and place, and gender, and evidence required under 325 ILCS 50/5(b)(1).

<sup>11</sup> Two almost identical laws govern this requirement: Missing Children Records Act (325 ILCS 50/) and Missing Children Registration Law (325 ILCS 55/). We reconciled their differences as much as possible but chiefly used the language from the Registration Law because it has the clearest explanation. The statutory enforcement requirements, as nonsensical as they may seem, are quoted in the policy. **Important:** Schools cannot deny admission based upon immigration (illegal) status alone. Note that singling out foreign-looking students for visa requests is probably illegal discrimination. See *Plyler v. Doe*. See also f/n 18 below.

2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.<sup>12</sup>

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year.<sup>13</sup> Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.<sup>14</sup>

#### Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment.<sup>15</sup> Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

#### Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of

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According to the Ill. State Police, a certified copy of the student's birth certificate is the only acceptable proof of the child's identity and age. 20 Ill.Admin.Code §1290.60(a). For more discussion about acceptable proof of identity, see f/n 1 in sample administrative procedure 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*. The Missing Children Records Act requires schools to make prompt copies of these certified copies. 325 ILCS 50/5(b)(1). Once made, schools need not request another certified copy with respect to that child for any other year in which the child is enrolled in that school or other entity. *Id.* While the Act does not mandate where the copy should be kept, it is appropriate for placement in the student's permanent record. See 23 Ill.Admin.Code §375.10 and f/n 10, above. The school person who receives the copy of the certified birth certificate should initial and date the document. That way, if there is a question or an investigation (which can happen even years after enrollment) there will not be an issue as to who received the document and the date it was processed.

A district must also *flag* a student's record on notification by the State police of the student's disappearance and report to the State police any request for a *flagged* student record. 325 ILCS 50/3, 50/5.

<sup>12</sup> Each school must maintain records for each student that reflect compliance with the examinations and immunizations required by 105 ILCS 5/27-8.1 and 23 Ill.Admin.Code §1.530(a). A Tuberculosis skin test is required if the student lives in an area designated by the Ill. Dept. of Public Health as having a high incidence of Tuberculosis. 105 ILCS 5/27-8.1(1).

<sup>13</sup> 105 ILCS 5/22-70. Districts must report this enrollment information as aggregate data to ISBE. *Id.*

<sup>14</sup> The Educational Opportunity for Military Children Act (105 ILCS 70/) further details enrollment and entrance requirements for children of active military personnel. 105 ILCS 70/33. After enrollment, the law allows a district to perform evaluations to ensure appropriate placement of the student. Course, program, graduation, extracurricular(s), and other placement options for this student population are further discussed in sample administrative procedure 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*.

<sup>15</sup> Required by Education for Homeless Children Act (105 ILCS 45/) and the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 *et seq.*). See §11432(g)(3)(C)(i).

Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law. <sup>16</sup>

### Student Transfers To and From Non-District Schools <sup>17</sup>

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term

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<sup>16</sup> Required by 105 ILCS 5/10-20.59. These liaisons must be licensed under Article 21B of the School Code. 105 ILCS 5/10-20.59 directs how employees are prioritized for liaison appointment. Liaisons are “encouraged to build capacity and infrastructure within their school district to support students in the legal custody of the Department of Children and Family Services.” Schools are required to give DCFS liaisons certain notices, records, and meeting invitations. See 105 ILCS 5/10-20.77 (notice and invitation to attend parent-teacher conferences and other meetings); 105 ILCS 5/10-21.8 (copies of correspondence and reports upon request of DCFS); 105 ILCS 5/13B-60.10 (notice and invitation to attend alternative learning opportunities program conference); 105 ILCS 5/14-8.02 (notices related to special education); 105 ILCS 10/ (student records). See sample administrative procedure 7:340-AP1, *School Student Records*, for more information regarding DCFS access to the student records of children in its legal custody. The law does not specifically require that a district’s DCFS liaison perform these duties; this policy assigns them to the liaison because they logically fit within the responsibilities outlined in 105 ILCS 5/10-20.59, which may include:

1. Streamlining the enrollment process for students in foster care;
2. Implementing student data tracking and monitoring mechanisms;
3. Ensuring that students in DCFS custody receive all school nutrition and meal programs available;
4. Coordinating student withdrawal from a school, record transfers, and credit recovery;
5. Becoming experts on the foster care system and State laws and policies in place that support students in DCFS custody;
6. Coordinating with child welfare partners;
7. Providing foster care-related information and training to the district;
8. Working with DCFS to help students maintain their school placement, if appropriate;
9. Reviewing student schedules to ensure students are on track to graduate;
10. Encouraging a successful transition into adulthood and post-secondary opportunities;
11. Encouraging involvement in extracurricular activities; and
12. Knowing what support is available within the district and community for students in DCFS custody.

<sup>17</sup> 105 ILCS 5/2-3.13a requires each transferor (original) school to keep documentation of transfers in the student’s record. It also requires “notification [by the transferee (recipient) school] of the transfer on or before July 31 following the school year during which the student withdraws from the transferor school or school district or the student shall be counted in the calculation of the transferor school’s or school district’s annual student dropout rate.” ISBE rule, 23 Ill.Admin.Code §375.75(e), is consistent with this requirement. The rule also requires the transferring school or district to maintain any documentation of the student’s transfer, including records indicating the school or school district to which the student transferred, in that student’s temporary record. *Id.*

Out-of-state transfer students, including children of military personnel, may use unofficial transcripts for admission to a school until official transcripts are obtained from the student’s last school district. 105 ILCS 10/8.1 and 70/32. See also sample administrative procedure 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*.

A board has two basic options for students transferring into the district who are serving a suspension or expulsion. Under option one, it may comply with the minimum requirements of 105 ILCS 5/2-3.13a by refusing to allow a student transferring from any public school to attend classes until the period of any suspension or expulsion has expired when the penalty was for: (1) knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act; (2) knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis; or (3) battering a staff member of the school. Under option two, a board may require a student who was suspended or expelled for *any* reason from any public or private school in this or any other state to complete the entire term of the suspension or expulsion before being admitted to the school district. The sample policy uses the second, more simple, more comprehensive alternative.

of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Foreign Students [High School or Unit Districts only] 18

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

A board may adopt a policy providing that if a student is suspended or expelled for any reason from any school, anywhere, the student must complete the suspension's or expulsion's entire term in an alternative school program under Article 13A (105 ILCS 5/13A, amended by P.A. 103-473) or an alternative learning opportunities program under Article 13B (105 ILCS 5/13B) before being admitted into the school district if there is no threat to the safety of students or staff in the alternative program. 105 ILCS 5/2-3.13a and 5/10-22.6(g), amended by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. If a board adopts such a policy, it must allow for the consideration of any mitigating factors (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A). 105 ILCS 5/10-22.6(g), amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. If a board wants to provide for this alternative, it may add the following to either of the above options and add 105 ILCS 5/26A to the Legal References:

The Superintendent is authorized to allow a student who was suspended or expelled from any public or private school to be placed in an alternative school program established under Article 13A of the School Code or an alternative learning opportunities program established under Article 13B of the School Code for the remainder of the suspension or expulsion. When determining whether to authorize such placement, the Superintendent shall consider any mitigating factors relating to the suspension or expulsion, including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A.

**18** Generally, a citizen of a foreign country who wishes to enter the U.S. must first obtain either: (1) a nonimmigrant visa (for temporary stay for tourism, medical treatment, business, temporary work, or study), or (2) an immigrant visa for permanent residence. Common visas presented by foreign students are:

1. J-1 nonimmigrant visas for participants in educational and cultural exchange programs designated by the U.S. Dept. of State (DOS), Exchange Visitor Program, and Designation Staff. These students are enrolled provided they otherwise qualify for admission. For information about J-1 visas and the Exchange Visitor Program, see [j1visa.state.gov/programs](http://j1visa.state.gov/programs).
2. F-1 nonimmigrant student visa. F-1 visas are not issued for attendance at an elementary or middle school (K-8). Before obtaining an F-1 student visa, the individual must submit evidence that the school district has been reimbursed for the unsubsidized per capita cost of the education. These students are enrolled provided they otherwise qualify for admission. However, attendance at U.S. public high schools cannot exceed a total of 12 months.
3. B-2 visitor nonimmigrant visas. There is disagreement over whether these students must be enrolled tuition free. Their *visitor* visa is evidence of nonresident status. Call the district's attorney for guidance.
4. The qualified school-age child of an alien who holds another type of visa, i.e., A, E, H, I, L, etc., other than a visitor visa. These students are enrolled provided they otherwise qualify for admission. Likewise, dependents of foreign nationals on long-term visas are enrolled provided they otherwise qualify for admission.
5. No immigration documentation. *Plyler v. Doe*. A school cannot deny admission based upon immigration (illegal) status alone. Note that singling out foreign-looking students for visa requests is probably illegal discrimination. Thus, undocumented aliens are enrolled, provided they otherwise qualify for admission.
6. Immigrant visa. These students are enrolled provided they otherwise qualify for admission.

The Student and Exchange Visitor Information System (SEVIS) is an Internet-based system that provides tracking and monitoring, with access to accurate and current information on nonimmigrant students (F and M visas) and exchange visitors (J visa), and their dependents (F-2, M-2, and J-2). 8 U.S.C. §1372(c)(2), implemented by 8 C.F.R. §214.1(h), is an exception to the Family Educational Rights and Privacy Act (20 U.S.C. §1232g) authorizing and requiring districts to report information concerning an F, J, or M nonimmigrant to the extent necessary to comply with 8 U.S.C. §1372 and 8 C.F.R. §214.3(g) to certify these students for enrollment. SEVIS enables schools and program sponsors to transmit electronic information and event notifications, via the Internet, to the U.S. Dept. of Homeland Security (DHS) and DOS throughout a student's or exchange visitor's stay. SEVIS will provide system alerts, event notifications, and reports to the end-user schools and programs, as well as for DHS and DOS offices.

According to federal regulations, students who apply for F-1, M-1, F-3, J-1, or M-3 visas must pay a fee to the DHS. The regulations describe when and how the fee is to be paid, who is exempt from the fee, and the consequences for failure to pay, 8 C.F.R. Parts 103, 214, and 299.

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition. <sup>19</sup>

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate.<sup>20</sup> F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

The Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Re-enrollment <sup>21</sup> [*High School or Unit Districts only*]

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunities program established under 105 ILCS 5/13B-1 (see 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*). Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210, *Expulsion Procedures*. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities Education Improvement Act or accommodation plans under the Rehabilitation Act, Section 504.

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<sup>19</sup> State law allows, but does not require, boards to waive nonresident tuition for these students. 105 ILCS 5/10-22.5a.

<sup>20</sup> Exchange students on F-1 visas must pay the full-unsubsidized public education costs before entering the U.S. 8 U.S.C. §1101(a)(15)(F); 8 U.S.C. §1184(m). Boards may not waive the fee.

<sup>21</sup> 105 ILCS 5/26-2(b). The requirements in this section are provided in State law, that is: (1) it is mandatory that a district deny re-enrollment as provided in this section; (2) it is permissive whether to enroll the individual in a district graduation incentives program or alternative learning opportunities program (although depending on circumstances, a student below the age of 20 may be entitled to enroll in a graduation incentives program); (3) it is mandatory to provide due process before denying re-enrollment; (4) it is mandatory to offer the individual who is denied re-enrollment counseling and to direct that person to alternative educational programs; and (5) it is mandatory that this section not apply to students eligible for special education.

105 ILCS 5/26-2(c) allows a district to deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum academic or attendance standards if certain conditions are met. See sample policy 7:70, *Attendance and Truancy*.

LEGAL REF.: 8 U.S.C. §1101 et seq., Illegal Immigrant and Immigrant Responsibility Act of 1996.  
20 U.S.C. §1232g, Family Educational Rights and Privacy Act.  
20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act.  
29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.  
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.  
105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-20.59, 5/10-22.5a, 5/14-1.02, 5/14-1.03a,  
5/26-1, 5/26-2, and 5/27-8.1.  
105 ILCS 10/8.1, Ill. School Student Records Act.  
105 ILCS 45/, Education for Homeless Children Act.  
105 ILCS 70/, Educational Opportunity for Military Children Act.  
325 ILCS 50/, Missing Children Records Act.  
325 ILCS 55/, Missing Children Registration Law.  
410 ILCS 315/2, Communicable Disease Prevention Act.  
20 Ill.Admin.Code Part 1290, Missing Person Birth Records and School  
Registration.  
23 Ill.Admin.Code Part 226, Special Education.  
23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation), 6:30 (Organization of Instruction), 6:110 (Programs for  
Students At Risk of Academic Failure and/or Dropping Out of School and  
Graduation Incentives Program), 6:135 (Accelerated Placement Program), 6:140  
(Education of Homeless Children), 6:300 (Graduation Requirements), 6:310 (High  
School Credit for Non-District Experiences; Course Substitutions; Re-Entering  
Students), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health, Eye,  
and Dental Examinations; Immunizations; and Exclusion of Students), 7:340  
(Student Records)

June 16, 2025

To: Dr. Sandra Keim-Bounds, Superintendent  
Members of the Board of Education

From: Sandy Allen, Director of Personnel

RE: Recommendation for Approval of Intergovernmental Agreement with Gavin School District 37

Gavin School District 37 is in need of physical therapy services following the conclusion of their current contracted arrangement, and this agreement presents an opportunity for a positive partnership between the two districts. We anticipate that this type of collaboration will become more common, especially in the area of special education.

The purpose of the IGA is to formalize an arrangement for sharing the services of a Physical Therapist employed by District 41 for the 2025–2026 school year and as reviewed annually. Under the agreement, the therapist will spend 15% of their time—approximately three-quarters of a day per week—in District 37 and the remaining 85% in District 41. District 41 will remain the therapist’s official employer and will manage all employment responsibilities, including salary, benefits, evaluation, and legal compliance, with District 37 having the opportunity to provide input for the therapist’s evaluation.

Financially, District 37 will reimburse District 41 for 15% of the therapist’s total salary and benefits, professional development costs, and any related technology or equipment expenses. In addition, District 37 will cover 50% of the mileage reimbursement for travel between districts.

The agreement will go into effect upon signing and will automatically renew each year unless terminated by either party with written notice by February 1 of the intended final school year. Both districts will maintain appropriate liability insurance as part of the agreement. We are requesting Board of Education approval for an Intergovernmental Agreement (IGA) between Lake Villa CCSD 41 and Gavin School District 37.

**INTERGOVERNMENTAL AGREEMENT FOR  
PHYSICAL THERAPIST SHARED SERVICES**

THIS AGREEMENT is made as of this 18th day of June, 2025 by and between the Boards of Education of Lake Villa School District No. 41, Lake County, Illinois (or "School District 41") and Gavin School District 37, Lake County, Illinois (or "School District 37"). The parties will be collectively referred to herein as "School Districts."

**WITNESSETH:**

**WHEREAS**, Article VII, Section 10 of the Illinois Constitution and Illinois statutes, including without limitation the Intergovernmental Cooperation Act of the State of Illinois, 5 ILCS 220/1 et seq., encourage and permit cooperation between units of local government; and

**WHEREAS**, School District 41 employs a Physical Therapist as a full-time licensed professional employee and both School Districts believe that it is in their best and mutual interests to share this Physical Therapist's services going forward.

**NOW, THEREFORE**, in consideration of the mutual covenants and agreements hereafter set forth, it is agreed as follows:

- **Shared Services.** Beginning with the commencement of the 2025-2026 school year, the Physical Therapist will spend approximately fifteen percent (15%) of their time (3/4 of one day per week) providing services to School District 37, and eighty-five percent (85%) of their time providing services to School District No. 41. A schedule or calendar shall be created and agreed to by the Districts' Superintendents. School District 41 will be the Physical Therapist's official employer and will pay their salary and benefits. School District 41 shall be the Physical Therapist's official employer for all purposes, including, without limitation, compensation, employment taxes, health insurance, worker's compensation, reduction in force and recall rights, pension reporting, collective bargaining unit eligibility, and termination, and shall assume all responsibility for compliance with all legal requirements and standards related to such employment. School District 41, as employer, will provide the formal evaluation of the Physical Therapist; School District 37 may choose to provide input into the Physical Therapist's formal evaluation.
- **Reimbursement for Services.** School District 37 shall reimburse School District 41 the following amounts under this Agreement:
  - an amount equal to fifteen percent (15%) of the amount expended by School District 41 as employer for the Physical Therapist's salary and benefits, including, but not limited to, pension and insurance costs. In the event the Physical Therapist is absent from scheduled services to School District 37 on more than five (5) occasions, and such missed services are not made up, at the end of the school year the calculated reimbursement of salary and benefits will be prorated to reflect the percentage of scheduled services actually performed during the school year and such proration shall be reflected in the June invoice; and
  - an amount equal to fifteen percent (15%) of all costs for the Physical Therapist's

professional development paid by School District 41 (e.g., registration fees for conferences/workshops, mileage/travel, etc.);

- an amount equal to fifteen percent (15%) of the costs incurred by School District 41 for any new technology or products subscriptions or licenses or equipment costs that will be used by the Physical Therapist in providing services to both School Districts as needed, to the extent such costs are attributable to the availability of such technology, products, subscriptions, licenses or equipment during term of this Agreement; and
- an amount equal to fifty percent (50%) of the expense reimbursement for mileage paid by School District 41 to the Physical Therapist for travel between the school districts.

The above reimbursements shall be paid by School District 37 twice per year, based on itemized invoices provided by School District 41. The first invoice shall be for services provided during the first half of the school year and shall be issued no later than December 30 of each school year, with payment due no later than January 30 of the same school year. The second invoice shall be issued no later than June 15 of each year, with payment due no later than June 30. School District 41 will provide School District 37 with an itemized estimate of the annual reimbursement amount by August 1 each year.

- **Term of Agreement.** This Agreement will be effective on the date it has been signed by both Parties and shall continue on a year-to-year basis (i.e. July 1-June 30) unless and until one of the School Districts gives written notice of its intent to terminate the Agreement at the end of a school year. This written notice must be received by the nonterminating School District by February 1st of the last school year in which the Agreement will be in effect.
- **Notice.** Any notices required under this Agreement may be sent to the respective parties at the following respective addresses:

To School District 41:  
Lake Villa School District 41  
131 McKinley Avenue  
Lake Villa, IL 60046  
Attn: Superintendent

To School District 37:  
Gavin School District 37  
25775 W. Highway 134  
Ingleside, IL 60041  
Attn: Superintendent

- **Insurance and Indemnification.** Both School Districts agree to maintain their own liability insurance coverage for the Physical Therapist which shall apply to cover all claims arising from the Physical Therapist's provision of or failure to provide services on behalf of that District (e.g. at that District or with respect to that District's students). To the extent either District has exposure for a claim not covered by insurance, or in the event either District ceases to have liability coverage, School

District 37 agrees to indemnify School District 41 for any claims arising from allegations of action or inaction by School District 37, its board members, employees or agents, with respect to services provided pursuant to this Agreement, and School District 41 agrees to indemnify School District 37 for any claims arising from allegations of action or inaction by School District 41, its board members, employees or agents, with respect to services provided pursuant to this Agreement.

- **Worker's Compensation Insurance.** School District 41 shall be responsible for maintaining the worker's compensation insurance coverage for the Physical Therapist. School District 41 agrees to cooperate with School District 37 with respect to any worker's compensation claim arising out of or in the course of the Physical Therapist providing services at School District 37. Such cooperation shall include, but not be limited to, providing information and copies of all necessary documentation, completing paperwork and providing witness testimony.
- **Amendments.** This Agreement may be modified or amended only by written agreement executed by the School Districts.
- **Applicable Law.** This Agreement will be governed and construed in accordance with the laws of the State of Illinois.
- **Binding Effect.** This Agreement shall be binding on and inure to the benefit of the successors of the Parties. No assignment of this Agreement or the rights and obligations hereunder shall be permitted.
- **Complete Understanding.** This Agreement sets forth all of the promises, agreements, conditions and understandings between School Districts relative to this subject, and there are no promises, agreements or undertakings, either oral or written, expressed or implied, between them other than as herein set forth.

**IN WITNESS WHEREOF,** the School Districts have caused this Agreement to be executed on the dates set forth below.

**BOARD OF EDUCATION  
GAVIN SCHOOL DISTRICT 37  
LAKE COUNTY, ILLINOIS**

**BOARD OF EDUCATION  
LAKE VILLA SCHOOL DISTRICT 41  
LAKE COUNTY, ILLINOIS**

By: \_\_\_\_\_  
President

By: \_\_\_\_\_  
President

Attest:

Attest:

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Secretary

June 16, 2025

To: Dr. Sandra Keim-Bounds, Superintendent  
Members of the Board of Education

From: Sandy Allen, Director of Personnel

RE: School Psychologist with *Speech Path Specialists, Ltd.* for the 2025-2026 School Year

District 41 is committed to maintaining consistent, high-quality support for students requiring specialized services. Currently, Martin School has an unfilled vacancy for a School Psychologist, and despite efforts, no qualified candidates have been secured. Given the ongoing need, the district would like to contract with *Speech Path Specialists, Ltd.* for the 2025-2026 school year. These services are critical to supporting special education evaluations, monitoring data for Multi-Tiered System of Supports (MTSS), and providing counseling. School Psychologists play a vital role in conducting comprehensive psychological and educational assessments, which inform individualized education plans (IEPs) and appropriate interventions.

*Speech Path Specialists, Ltd.* offers highly qualified Illinois-certified School Psychologists, allowing the district to maintain specialized, effective interventions while managing operational efficiency. This partnership helps mitigate legal risks, ensures regulatory compliance, and guarantees uninterrupted support for students' educational and therapeutic needs.

The cost for the 1.0 FTE School Psychologist is listed below:

Hours of service for evaluations, report writing, IEP/504/Staff meetings, and consulting with families, students, and staff from August 18, 2025-June 2, 2026.				
<b>Contracted Services</b>	<b>Hours Per Week</b>	<b>Annual Hours not to Exceed</b>	<b>Hourly Rate</b>	<b>Total Cost</b>
School Psychologist (1.0 FTE)	37.5	1,462.5	\$105.00	\$153,562.00

**Discussion:**

Contracting with an outside agency for a School Psychologist is essential to ensure timely evaluation, intervention, and support for students requiring specialized services, maintaining both educational progress and legal compliance. Despite recruitment efforts, the district was unable to fill the School Psychologist vacancy at Palombi School and the Speech-Language Pathologist vacancy at Hooper School. Contracting with *Speech Path Specialists, Ltd.* will ensure

continuity of these critical services. The district's Legal Counsel has reviewed the contract for compliance and protection.

**Recommendation:**

It is recommended that the Board of Education approve the contract with *Speech Path Specialists, Ltd.* for School Psychologist services for the 2025-2026 school year.

June 16, 2025

To: Dr. Sandra Keim-Bounds, Superintendent  
Members of the Board of Education

From: Sandy Allen, Director of Personnel

RE: School Social Worker with *Sunbelt Staffing, LLC* for the 2025-2026 School Year

District 41 is committed to maintaining consistent, high-quality support for students requiring specialized services. For the 2025–2026 school year, there remains a vacancy for a School Social Worker to serve .5 FTE at Thompson Elementary School and .5 FTE at Martin Elementary School. Despite recruiting efforts, no qualified candidates have been secured for this position.

During the 2024–2025 school year, Sunbelt Staffing, LLC successfully provided contracted services in other specialized areas, and the administration was highly satisfied with the quality and professionalism of their staff. To ensure continuity of support and compliance with special education requirements, District 41 would like to contract with Sunbelt Staffing, LLC to provide a School Social Worker for the upcoming school year.

School Social Workers are essential to the special education and general education teams. Their responsibilities include supporting the social-emotional and behavioral needs of students, participating in special education evaluations, providing direct counseling services, consulting with staff and families, and contributing to the development and implementation of Individualized Education Programs (IEPs), 504 Plans, and behavior intervention plans. They also play a key role in the Multi-Tiered System of Supports (MTSS), supporting both academic and emotional well-being.

Sunbelt Staffing, LLC offers highly qualified, Illinois-certified School Social Workers, allowing the district to maintain effective and compliant services while addressing ongoing staffing challenges. This partnership helps ensure regulatory compliance, mitigates legal risk, and guarantees uninterrupted support for students' social-emotional and behavioral needs.

The cost for the 1.0 FTE School Social Worker contracted through Sunbelt Staffing, LLC is listed below:

Hours of service for evaluations, report writing, social work therapy services, IEP/504/Staff meetings, and consulting with families, students, and staff from August 18, 2025-June 2, 2026.

<b>Contracted Services</b>	<b>Hours Per Week</b>	<b>Annual Hours not to Exceed</b>	<b>Hourly Rate</b>	<b>Total Cost</b>
School Social Worker (1.0 FTE)	37.5	1,462.5	\$96.20	\$140,692.50

**Discussion:**

Contracting with an outside agency for a School Social Worker is essential to ensure timely evaluation, intervention, and support for students requiring specialized services, while maintaining both educational progress and legal compliance. Despite ongoing recruitment efforts, the district was unable to fill the School Social Worker vacancy assigned to Thompson and Martin Elementary Schools for the 2025–2026 school year.

Sunbelt Staffing, LLC has a proven track record of providing high-quality specialized services to District 41. For the upcoming school year, Sunbelt has identified a qualified, Illinois-certified School Social Worker to serve in this role. Contracting with Sunbelt Staffing, LLC will ensure continuity of critical services that support students’ social-emotional and behavioral needs, special education evaluations, counseling, and compliance with IEP and 504 plan requirements. The district’s Legal Counsel has reviewed the contract to ensure compliance and protection.

**Recommendation:**

It is recommended that the Board of Education approve the contract with Sunbelt Staffing, LLC for School Social Work services for the 2025–2026 school year.

MONTHLY TREASURER'S REPORT  
MAY 31, 2025

	Education	Operation & Maintenance	Debt Service	Transportation	IMRF/SS	Capital Projects	Working Cash	Tort	Fire Prevention and Safety	All Funds
<b>Month Beginning Cash Balance</b>	\$26,849,633	\$1,462,813	\$539,102	\$1,867,006	\$526,852	\$6,834,038	\$2,439,515	\$190,753	\$17,526	\$40,727,239
Plus (+)										
<b>Monthly Revenues/Transfers In</b>	\$2,115,140	\$152,070	\$167,168	\$493,253	\$55,660	\$20,276	\$19,085	\$17,090	\$134	\$3,039,876
Less (-)										
<b>Monthly Expenditures/Transfers Out</b>	(\$3,269,791)	(\$211,950)	(\$4,727)	(\$460,531)	(\$97,040)	(\$221,514)	(\$0)	(\$0)	(\$0)	(\$4,265,553)
<b>Month Ending Cash Balance</b>	\$25,694,982	\$1,402,933	\$701,543	\$1,899,728	\$485,472	\$6,632,800	\$2,458,600	\$207,843	\$17,660	\$39,501,562

*Anna Kasprzyk*

Anna Kasprzyk, Treasurer

6/12/2025

Date

June 13, 2025

To: Dr. Sandra Keim-Bounds, Superintendent  
Members of the Board of Education

From: Anna Kasprzyk, Chief School Business Official

RE: FY2024-2025 Budget Transfers within the Funds

**Background:**

School District FY2025 Budget was approved in September 2024. During the year, budget transfers from one budget line item to another might be necessary to better allocate funds based on the actual expenditures and/or revenue. The budget transfers do not increase the overall budget for each fund. The practice is consistent with the District's Board Policy 4:10 *Fiscal and Business Management*

**Recommendation:**

It is recommended that the Board of Education approves the budget transfers within each fund as presented.

If you have any questions, please do not hesitate to contact me.

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00001	3rd Qtr Transfers - Martin School	2024-2025	03/19/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Ed Clarks Photo Per YTD Activity - Martin Budget	10E600 1110 3050 00 000000		03/31/2025	0.00	1,432.00
2		Ed Clarks Photo Per YTD Activity - Martin Budget	10E600 1110 4100 00 000000		03/31/2025	1,432.00	0.00
3		3rd Qtr based on YTD Activity Per YTD Activity - Martin Budget	10E600 2220 4300 00 000000		03/31/2025	146.50	0.00
4		3rd Qtr based on YTD Activity Per YTD Activity - Martin Budget	10E600 1200 4100 00 000000		03/31/2025	2,168.50	0.00
5		3rd Qtr based on YTD Activity Per YTD Activity - Martin Budget	10E600 1110 6400 00 000000		03/31/2025	400.00	0.00
6		3rd Qtr based on YTD Activity Per YTD Activity - Martin Budget	10E600 1110 4910 00 000000		03/31/2025	331.50	0.00
7		3rd Qtr based on YTD Activity Per YTD Activity - Martin Budget	10E600 1110 4902 00 000000		03/31/2025	1,331.50	0.00
8		3rd Qtr based on YTD Activity Per YTD Activity - Martin Budget	10E600 1110 4900 00 000000		03/31/2025	2,036.50	0.00
9		3rd Qtr based on YTD Activity Per YTD Activity - Martin Budget	10E600 1110 3320 00 000000		03/31/2025	250.00	0.00
10		3rd Qtr based on YTD Activity Per YTD Activity - Martin Budget	10E600 1110 3120 00 000000		03/31/2025	677.50	0.00
11		3rd Qtr based on YTD Activity Per YTD Activity - Martin Budget	10E600 1110 4100 00 000000		03/31/2025	0.00	7,342.00
TOTALS						8,774.00	8,774.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00002	3rd Qtr Budget Transfers - School Blds Budget	2024-2025	03/19/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Photo Rebate Per YTD Activity	10E400 1120 3050 00 000000		03/31/2025	0.00	1,855.04
2		Photo Rebate Per YTD Activity	10E400 1120 4100 00 000000		03/31/2025	1,855.04	0.00
3		Photo Rebate Per YTD Activity	10E300 1110 3050 00 000000		03/31/2025	0.00	1,525.93
4		Photo Rebate Per YTD Activity	10E300 1110 4100 00 000000		03/31/2025	1,525.93	0.00
5		Photo Rebate Per YTD Activity	10E400 1120 3050 00 000000		03/31/2025	0.00	1,516.27

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00002	3rd Qtr Budget Transfers - School Blds Budget	2024-2025	03/19/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED							
6		Photo Rebate Per YTD Activity	10E500 1110 4100 00 000000		03/31/2025	1,516.27	0.00
7		3rd Qtr based on YTD Activity Per YTD Activity	10E500 1110 4900 00 000000		03/31/2025	0.00	1,130.74
8		3rd Qtr based on YTD Activity Per YTD Activity	10E500 1110 4902 00 000000		03/31/2025	1,130.74	0.00
9		3rd Qtr based on YTD Activity Per YTD Activity	10E500 1200 4100 00 000000		03/31/2025	400.00	0.00
10		3rd Qtr based on YTD Activity Per YTD Activity	10E500 1110 6400 00 000000		03/31/2025	400.00	0.00
11		3rd Qtr based on YTD Activity Per YTD Activity	10E500 1110 4400 00 000000		03/31/2025	0.00	800.00
12		3rd Qtr based on YTD Activity Per YTD Activity	10E300 1110 3120 00 000000		03/31/2025	70.00	0.00
13		3rd Qtr based on YTD Activity Per YTD Activity	10E300 1110 4900 00 000000		03/31/2025	445.00	0.00
14		3rd Qtr based on YTD Activity Per YTD Activity	10E300 1110 4910 00 000000		03/31/2025	93.00	0.00
15		3rd Qtr based on YTD Activity Per YTD Activity	10E300 2130 4100 00 000000		03/31/2025	25.00	0.00
16		3rd Qtr based on YTD Activity Per YTD Activity	10E500 2410 3120 00 000000		03/31/2025	0.00	633.00
TOTALS						7,460.98	7,460.98

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00003	3rd Qtr Transfers	2024-2025	03/19/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		3rd Qtr based on YTD Activity Per YTD Activity - EL budget	10E000 1800 3100 00 000000		03/31/2025	17,000.00	0.00
2		3rd Qtr based on YTD Activity Per YTD Activity - EL budget	10E000 1110 3120 00 000000		03/31/2025	0.00	17,000.00
TOTALS						17,000.00	17,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00004	3rd Qtr Transfers - O&M	2024-2025	03/19/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Pleviak O&M Per YTD Activity - O&M	20E200 2540 3200 00 000000		03/31/2025	3,550.00	0.00
2		Pleviak O&M Per YTD Activity - O&M	20E000 6000 6990 00 000000		03/31/2025	0.00	3,550.00
3		Pleviak O&M Per YTD Activity - O&M	20E000 6000 6990 00 000000		03/31/2025	0.00	5,050.00
4		Pleviak O&M Per YTD Activity - O&M	20E200 2540 3230 00 000000		03/31/2025	5,050.00	0.00
5		Pleviak O&M Per YTD Activity - O&M	20E000 2540 4650 00 000000		03/31/2025	2,000.00	0.00
6		Pleviak O&M Per YTD Activity - O&M	20E000 2540 4660 00 000000		03/31/2025	25,000.00	0.00
7		Pleviak O&M Per YTD Activity - O&M	20E000 6000 6990 00 000000		03/31/2025	0.00	27,000.00
TOTALS						35,600.00	35,600.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00005	Budget Transfer 4th Qrt	2024-2025	05/16/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		4th Qtr based on YTD Activity Per YTD Activity - O&M	20E400 2540 3230 00 000000		05/31/2025	30,000.00	0.00
2		4th Qtr based on YTD Activity Per YTD Activity - O&M	20E000 2540 3700 00 000000		05/31/2025	14,400.00	0.00
3		4th Qtr based on YTD Activity Per YTD Activity - O&M	20E000 6000 6990 00 000000		05/31/2025	0.00	14,400.00
4		4th Qtr based on YTD Activity Per YTD Activity - O&M	20E300 2540 4150 00 000000		05/31/2025	0.00	15,000.00
5		4th Qtr based on YTD Activity Per YTD Activity - O&M	20E300 2540 4650 00 000000		05/31/2025	0.00	5,000.00
6		4th Qtr based on YTD Activity Per YTD Activity - O&M	20E500 2540 4660 00 000000		05/31/2025	0.00	5,000.00
7		4th Qtr based on YTD Activity Per YTD Activity - O&M	20E000 2540 7010 00 000000		05/31/2025	0.00	12,000.00
8		4th Qtr based on YTD Activity Per YTD Activity - O&M	20E000 2545 7010 00 000000		05/31/2025	7,000.00	0.00
TOTALS						51,400.00	51,400.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00006	4th Qtr Budget Transfers	2024-2025	05/31/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E000 1100 1100 00 000000		05/31/2025	0.00	100,000.00
2		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E300 1250 1100 00 000000		05/31/2025	33,000.00	0.00
3		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E400 1120 1100 00 000000		05/31/2025	20,000.00	0.00
4		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E300 1800 1100 00 000000		05/31/2025	8,000.00	0.00
5		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E500 1800 1100 00 000000		05/31/2025	9,000.00	0.00
6		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E000 1120 1200 00 000000		05/31/2025	20,000.00	0.00
7		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E000 1110 1500 00 000000		05/31/2025	5,000.00	0.00
8		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E000 6000 6990 00 000000		05/31/2025	0.00	50,000.00
9		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E000 1120 1500 00 000000		05/31/2025	55,000.00	0.00
10		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E000 1500 1500 00 000000		05/31/2025	15,000.00	0.00
11		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E600 1250 1100 00 000000		05/31/2025	110,000.00	0.00
12		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E500 2150 3100 00 000000		05/31/2025	0.00	125,000.00
13		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E000 1110 1200 00 000000		05/31/2025	110,000.00	0.00
14		4th Qtr based on YTD Activity Per YTD Activity - O&M	10E500 2150 3100 00 000000		05/31/2025	0.00	110,000.00
TOTALS						385,000.00	385,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00007	4th Qtr Budget Transfers	2024-2025	05/30/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		4th Qtr based on YTD Activity Per YTD Activity	10E600 1800 1100 00 000000		05/31/2025	15,000.00	0.00
2		4th Qtr based on YTD Activity Per YTD Activity	10E600 1800 1120 00 000000		05/31/2025	0.00	15,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00007	4th Qtr Budget Transfers	2024-2025	05/30/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED							
3		4th Qtr based on YTD Activity Per YTD Activity	10E000 1120 1500 00 000000		05/31/2025	5,000.00	0.00
4		4th Qtr based on YTD Activity Per YTD Activity	10E600 1800 1120 00 000000		05/31/2025	0.00	5,000.00
5		4th Qtr based on YTD Activity Per YTD Activity	15E500 2150 1100 00 000000		05/31/2025	27,000.00	0.00
6		4th Qtr based on YTD Activity Per YTD Activity	15E500 2140 3100 00 000000		05/31/2025	91,400.00	0.00
7		4th Qtr based on YTD Activity Per YTD Activity	15E400 1200 1100 00 000000		05/31/2025	22,000.00	0.00
8		4th Qtr based on YTD Activity Per YTD Activity	15E000 1200 1500 00 000000		05/31/2025	12,000.00	0.00
9		4th Qtr based on YTD Activity Per YTD Activity	15E000 1200 4100 00 000000		05/31/2025	5,000.00	0.00
10		4th Qtr based on YTD Activity Per YTD Activity	15E000 6000 6990 00 000000		05/31/2025	0.00	100,000.00
11		4th Qtr based on YTD Activity Per YTD Activity	15E000 2150 3100 00 000000		05/31/2025	0.00	27,000.00
12		4th Qtr based on YTD Activity Per YTD Activity	15E500 1200 1120 00 000000		05/31/2025	0.00	22,000.00
13		4th Qtr based on YTD Activity Per YTD Activity	15E400 2190 1120 00 000000		05/31/2025	0.00	8,400.00
TOTALS						177,400.00	177,400.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00008	4th Qtr Transfers	2024-2025	05/31/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		4th Qtr based on YTD Activity Per YTD Activity	10E000 2130 5500 00 000000		05/31/2025	0.00	30,000.00
2		4th Qtr based on YTD Activity Per YTD Activity	10E500 2150 3100 00 000000		05/31/2025	0.00	45,000.00
3		4th Qtr based on YTD Activity Per YTD Activity	10E000 2310 3180 00 000000		05/31/2025	45,000.00	0.00
4		Per YTD Activity	10E000 2660 5500 00 000000		05/31/2025	30,000.00	0.00
5		4th Qtr based on YTD Activity Per YTD Activity	10E000 2660 3120 00 000000		05/31/2025	0.00	5,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00008	4th Qtr Transfers	2024-2025	05/31/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED							
6		4th Qtr based on YTD Activity Per YTD Activity	10E000 2660 3100 00 000000		05/31/2025	5,000.00	0.00
7		4th Qtr based on YTD Activity Per YTD Activity	10E000 2660 3100 00 000000		05/31/2025	0.00	52,650.12
8		4th Qtr based on YTD Activity Per YTD Activity	10E000 8400 0000 00 000000		05/31/2025	52,650.12	0.00
9		4th Qtr based on YTD Activity Per YTD Activity	10E000 2210 1500 00 000000		05/31/2025	0.00	24,000.00
10		4th Qtr based on YTD Activity Per YTD Activity	10E500 2410 1120 00 000000		05/31/2025	24,000.00	0.00
11		4th Qtr based on YTD Activity Per YTD Activity	10E000 2210 1130 00 000000		05/31/2025	2,000.00	0.00
12		4th Qtr based on YTD Activity Per YTD Activity	10E000 2310 1130 00 000000		05/31/2025	2,500.00	0.00
13		4th Qtr based on YTD Activity Per YTD Activity	10E000 2320 1130 00 000000		05/31/2025	4,500.00	0.00
14		4th Qtr based on YTD Activity Per YTD Activity	10E000 2520 1130 00 000000		05/31/2025	2,500.00	0.00
15		4th Qtr based on YTD Activity Per YTD Activity	10E000 2210 1500 00 000000		05/31/2025	0.00	11,500.00
16		4th Qtr based on YTD Activity Per YTD Activity	10E000 2310 3800 00 000000		05/31/2025	6,597.00	0.00
17		4th Qtr based on YTD Activity Per YTD Activity	10E000 2210 1500 00 000000		05/31/2025	0.00	6,597.00
18		4th Qtr based on YTD Activity Per YTD Activity	10E000 2310 3320 00 000000		05/31/2025	5,000.00	0.00
19		4th Qtr based on YTD Activity Per YTD Activity	10E000 2640 3320 00 000000		05/31/2025	1,975.00	0.00
20		4th Qtr based on YTD Activity Per YTD Activity	10E000 2310 3500 00 000000		05/31/2025	2,775.00	0.00
21		4th Qtr based on YTD Activity Per YTD Activity	10E000 1110 3120 00 000000		05/31/2025	0.00	9,750.00
TOTALS						184,497.12	184,497.12

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00009	4th Qtr Transfers	2024-2025	05/31/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		4th Qtr based on YTD Activity Per YTD Activity	20E400 2540 3000 00 000000		05/31/2025	0.00	33,000.00
2		4th Qtr based on YTD Activity Per YTD Activity	20E200 2540 3100 00 000000		05/31/2025	2,500.00	0.00
3		4th Qtr based on YTD Activity Per YTD Activity	20E000 2540 3200 00 000000		05/31/2025	12,500.00	0.00
4		4th Qtr based on YTD Activity Per YTD Activity	20E200 2540 3200 00 000000		05/31/2025	9,000.00	0.00
5		4th Qtr based on YTD Activity Per YTD Activity	20E000 2540 3210 00 000000		05/31/2025	9,000.00	0.00
6		4th Qtr based on YTD Activity Per YTD Activity	20E000 4120 3900 00 000000		05/31/2025	4,616.00	0.00
7		4th Qtr based on YTD Activity Per YTD Activity	20E000 2540 3700 00 000000		05/31/2025	27,580.00	0.00
8		4th Qtr based on YTD Activity Per YTD Activity	20E000 2540 3320 00 000000		05/31/2025	300.00	0.00
9		4th Qtr based on YTD Activity Per YTD Activity	20E000 2540 3230 00 000000		05/31/2025	4,000.00	0.00
10		4th Qtr based on YTD Activity Per YTD Activity	20E600 2540 3230 00 000000		05/31/2025	0.00	10,000.00
11		4th Qtr based on YTD Activity Per YTD Activity	20E500 2540 3230 00 000000		05/31/2025	0.00	9,000.00
12		4th Qtr based on YTD Activity Per YTD Activity	20E400 2540 3230 00 000000		05/31/2025	0.00	6,000.00
13		4th Qtr based on YTD Activity Per YTD Activity	20E300 2540 3230 00 000000		05/31/2025	0.00	5,000.00
14		4th Qtr based on YTD Activity Per YTD Activity	20E000 2540 3400 00 000000		05/31/2025	0.00	6,496.00
15		4th Qtr based on YTD Activity Per YTD Activity	20E300 2540 4660 00 000000		05/31/2025	5,000.00	0.00
16		4th Qtr based on YTD Activity Per YTD Activity	20E400 2540 4660 00 000000		05/31/2025	6,000.00	0.00
17		4th Qtr based on YTD Activity Per YTD Activity	20E600 2540 4660 00 000000		05/31/2025	2,500.00	0.00
18		4th Qtr based on YTD Activity Per YTD Activity	20E500 2540 4660 00 000000		05/31/2025	0.00	13,500.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
24-00009	4th Qtr Transfers	2024-2025	05/31/2025	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED							
19		4th Qtr based on YTD Activity Per YTD Activity	20E600 2540 4650 00 000000		05/31/2025	10.00	0.00
20		4th Qtr based on YTD Activity Per YTD Activity	20E500 2540 4650 00 000000		05/31/2025	1,550.00	0.00
21		4th Qtr based on YTD Activity Per YTD Activity	20E300 2540 4650 00 000000		05/31/2025	0.00	1,560.00
22		4th Qtr based on YTD Activity Per YTD Activity	40E000 2550 3260 00 000000		05/31/2025	26,000.00	0.00
23		4th Qtr based on YTD Activity Per YTD Activity	40E000 2550 3262 00 000000		05/31/2025	6,000.00	0.00
24		4th Qtr based on YTD Activity Per YTD Activity	40E000 6000 6990 00 000000		05/31/2025	0.00	32,000.00
25		4th Qtr based on YTD Activity Per YTD Activity	60E500 2530 5300 00 000000		05/31/2025	57,500.00	0.00
26		4th Qtr based on YTD Activity Per YTD Activity	60E600 2530 5300 00 000000		05/31/2025	108,500.00	0.00
27		4th Qtr based on YTD Activity Per YTD Activity	60E000 2530 5500 00 000000		05/31/2025	0.00	166,000.00
TOTALS						282,556.00	282,556.00

\*\*\*\*\* End of report \*\*\*\*\*

June 13, 2025

To: Dr. Sandra Keim-Bounds, Superintendent  
Members of the Board of Education

From: Anna Kasprzyk, Chief School Business Official

RE: Approval of Resolution to Transfer Interest Earnings:  
Education Fund and Working Cash Funds to Operation and Maintenance Fund

**Background:**

Section 10-22.44 of the School Code (105 ILCS 5/10-22.44) allows for the transfer of interest earnings from investments to funds that are most in need of such interest income. The interest income can be transferred between operating funds only, including Education, Operation and Maintenance, Transportation and Working Cash Funds.

**Discussion:**

As of May 31, 2025, the total interest income earned in Education and Working Cash Funds is as follows:

Education Fund	\$1,198,224
Working Cash Fund	\$ 107,476

It is recommended that \$700,000 is transferred from the Education Fund and \$110,000 is transferred from Working Cash Funds to Operation and Maintenance Funds to fund the future capital maintenance and improvement projects.

**Recommendation:**

It is recommended that the Board of Education approve the resolution for the permanent transfer of \$810,000 of interest income as presented.

If you have any questions, please do not hesitate to contact me.

**RESOLUTION**  
**OF THE BOARD OF EDUCATION OF**  
**LAKE VILLA COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 41**  
**LAKE COUNTY, ILLINOIS**

**AUTHORIZING THE TRANSFER OF INTEREST INCOME**

**WHEREAS**, pursuant to Section 10-22.44 of the *School Code* (105 ILCS 5/10-22.44), the Board of Education of Lake Villa Community Consolidated School District No. 41, Lake County, Illinois ("School District"), is empowered to transfer interest earned from any moneys of the School District to the fund of the School District that is most in need of such interest income, as determined by the Board; and

**WHEREAS**, such transfer authority does not apply to any interest earned which has been earmarked or restricted by the Board for a designated purpose, and further does not apply to any interest earned on any funds for purposes of Illinois Municipal Retirement under the *Pension Code* [40 ILCS 5/1-101 et seq.], Tort Immunity under the *Local Governmental and Governmental Employees Tort Immunity Act* [745 ILCS 10/1-101 et seq.], Fire Prevention, Safety, Energy Conservation and School Security Purposes under Section 17-2.11 [105 ILCS 5/17-2.11], and Capital Improvements under Section 17-2.3 [105 ILCS 5/17-2.3], the interest on which funds may be used only for the purposes authorized for such exempted funds

**WHEREAS**, the School District has interest money in its Education, Operation & Maintenance, Transportation and Working Cash Funds which has not been earmarked or restricted by the Board for a designated purpose, and which does not constitute interest earned on any of the enumerated, exempted funds in the foregoing paragraph; and

**WHEREAS**, the Board of Education finds and determines that the Operation and Maintenance Fund is most in need of interest income earned from monies in the Education Fund, and interest income earned from monies in the Working Cash; and

**WHEREAS**, the Board of Education finds and determines that it is in the best interests of the School District to transfer unrestricted and not otherwise earmarked interest earned from money in the Education Fund, and from the Working Cash Fund to the Operation and Maintenance Fund.

**NOW, THEREFORE**, It Is Hereby Resolved by the Board of Education of Lake Villa Community Consolidated School District No. 41, Lake County, Illinois, as follows:

- Section 1:** The Preamble above is hereby incorporated into the body of this Resolution.
- Section 2:** Interest earned from money in the Education Fund in the amount of \$700,000 which is not earmarked, restricted or otherwise exempted, shall be transferred to the Operation and Maintenance Fund, interest earned from money in the Working Cash Fund in the amount of \$110,000 which is not earmarked, restricted or otherwise exempted, shall be transferred to the Operation and Maintenance Fund;

**Section 3:** The Treasurer is directed to transfer such interest from the Education Fund, and from the Working Cash Fund to the Operation and Maintenance Fund, before June 30, 2025; and

**Section 4:** This Resolution shall be in full force and effect immediately upon its adoption.

**ADOPTED** this 16th day of June 2025, by the following roll call vote:

AYE:

NAY:

ABSENT:

\_\_\_\_\_  
**President, Board of Education**

**ATTEST:**

\_\_\_\_\_  
**Secretary, Board of Education**

June 16, 2025

To: Dr. Sandra Keim-Bounds, Superintendent  
Members of the Board of Education

From: Anna Kasprzyk, Chief School Business Official

RE: Resolution to Transfer Funds from Education Fund to Debt Service Fund - Approval

**Background:**

District enters into 4-year financing agreements to lease Chromebook devices as part of the refresh cycle for the 1:1 Chromebook program. The lease payments have been budgeted and paid out of the Debt Service Fund but are partially funded by the registration fees in the Education Fund. District also has a 5-year lease for copiers which is also paid out of the Debt Service Fund.

Funds transfer from Education Fund to Debt Service Fund is needed to cover the annual payments for the current capital leases.

**Discussion:**

In FY2024-2025 the amount of lease payments made totaled \$112,911.44. This amount was paid out of Debt Service Fund.

The following capital leases payments made in FY25 will be covered by the funds transfer:

2020 Chromebook Lease: \$2,979.74  
2022 Chromebook Lease: \$27,016.89  
2024 Chromebook Lease: \$30,264.69  
2023 Copier Lease: \$52,650.12

Attached is the resolution to transfer \$112,911.44 from the Education Fund to the Debt Service Fund.

**Recommendation:**

It is recommended that the Board of Education approves the Resolution to permanently transfer \$112,911.44 from the Education Fund to the Debt Service Fund to cover capital lease payments for Chromebooks devices.

If you have any questions, please do not hesitate to contact me.

**RESOLUTION FOR TRANSFER FROM THE EDUCATION FUND  
TO THE DEBT SERVICE FUND**

**WHEREAS**, the Board of Education of Lake Villa Community Consolidated School District No. 41, County of Lake, State of Illinois, has funds in the Education Fund of the School District of \$112,911.44 which are budgeted specifically for payment on leases for capital equipment; and

**WHEREAS**, funds in the amount of \$112,911.44 are needed in the Debt Service Fund of the School District to make payments on the leases for capital equipment; and

**WHEREAS**, The School Code authorizes the Board of Education to authorize the Treasurer to transfer to the Debt Service Fund said funds held in the Education Fund and to make the necessary transfer on the financial records of the School District maintained by the Treasurer.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Education of Lake Villa Community Consolidated School District No. 41, County of Lake, and State of Illinois that the Treasurer is authorized to transfer the sum of \$112,911.44 from the Education Fund to the Debt Service Fund of the School District.

ADOPTED this 16th day of June 2025.

AYES:

NAYS:

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President, Board of Education  
Lake Villa Community Consolidated School  
District No. 41, County of Lake  
State of Illinois

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Secretary, Board of Education  
Lake Villa Community Consolidated School  
District No. 41, County of Lake  
State of Illinois

20:22

To: Dr. Sandra Keim-Bounds, Superintendent  
Members of the Board of Education

From: Anna Kasprzyk, Chief School Business Official

RE: Building Rental Usage Fees for 2025-2026

**Background:**

Lake Villa CCSD #41 Board Policy 8:20 *Community Use of School Facilities* allows renting the school facilities to community organizations. With the facility operation and maintenance costs increasing, rates need to be periodically reviewed and adjusted if needed. The rental usage fees are one of the District's revenue sources that is used to offset the cost of maintaining the facilities. During normal operation, District generates on average \$30K from building rental revenue. Most of the organizations that rent our buildings fall into Class 1 and Class 2.

**Discussion:**

To account for the rising cost of maintaining the building, rental rates are being increased by around 10%.

Attached are the proposed building usage fees for 2025-2026

**Recommendation:**

It is recommended that the Board of Education approves the building usage fees as presented.

**SCHEDULE OF FEES/CHARGES**  
**EFFECTIVE JULY 1, 2025**

- Class 1: District affiliated or sponsored organizations or classes (such as PTO, Boosters, Scouting Groups on school days before 5:00 p.m., Park District and other groups providing programs in partnership with District programs, etc.).
- Class 2: a. Local non-public school faculty and pupil groups  
b. Park Board sponsored groups not working in partnership with the District  
c. Non-profit civic, religious and service clubs/organizations  
d. Local governments and municipal groups  
e. Scouting groups after 5:00 p.m. and weekends
- Class 3: a. Business, fraternal and social organizations  
b. Political parties and related groups  
c. College and University classes NOT initiated by District #41
- Class 4: a. Recognized local and/or non-local organizations which charge admission for the purpose of benefiting their treasuries  
b. Non-district fund-raising activities  
c. Others (including for-Profit Organizations)  
(Facilities will not be made available to private promoters)

**Basic Fee Schedule**

	Library	Gym or Cafeteria	Gym (Palombi)	Board Room (Palombi)	Auditorium (Palombi)
Class 1	N/C	N/C	N/C	N/C	N/C
Class 2	\$28/hr	\$28/hr	\$28/hr	\$28/hr	\$28/hr
Class 3	\$40/hr	\$40/hr	\$70/hr	\$40/hr	\$81/hr
Class 4	<b>Subject to final approval by the Superintendent or designee</b>				
	\$64/hr	\$64/hr	\$70/hr	\$64/hr	\$94/hr

The Fee Schedule includes room rental costs. Personnel and cleaning costs incurred by the District are not included in this schedule and will be determined separately, after the date of usage.

Current custodial rate used is: Per Current Custodial Service Contract

June 16, 2025

To: Dr. Sandra Keim-Bounds, Superintendent  
Members of the Board of Education

From: Anna Kasprzyk, Chief School Business Official

RE: 2025-2026 Collective Liability Insurance Cooperative Insurance Renewal:  
Property/Casualty (P&C)  
Workers' Compensation (WC)  
Designation of the provider for the Student Accident Insurance

**Background:**

District 41 participates in Collective Liability Insurance Cooperative (CLIC), which is a 42-year-old cooperative that provides Property/Casualty and Workers' Compensation (WC) Insurance Programs to Illinois school districts. CLIC is the biggest insurance cooperative in the state of Illinois with over 191 school districts participating in the property/casualty program, and over 150 school districts participating in the WC program, with a total insurable value of over \$35B covering over 400K students and over 40K teachers. Because of its size, the cooperative can offer our district an array of insurance programs at very competitive cost. The policies are renewed on an annual basis beginning on July 1 and ending on June 30.

**Discussion:**

For FY2025-2026, the overall cost of all CLIC P&C insurance programs increases by 5.7% for a total cost of \$152,100. Detailed information listing all the district's policies for 2025-2026 CLIC Property/Casualty program with the premiums cost is on the next page.

The K-8 Mandatory Student Accident coverage will be provided by Gerber Insurance and is part of P&C Insurance programs. There is no change to the policy and carrier.

The increase in Worker's Compensation Insurance is 2.9%, resulting in a renewal cost of \$111,109.

The total cost for all CLIC insurance policies for 2024-2025 is \$263,209

**Recommendation:**

It is recommended that the Board of Education approve the 2025-2026 renewal of CLIC Insurance Programs for the total cost of \$263,209

If you have any questions, please do not hesitate to contact me.

2025-2026 Property/Casualty Pricing Sheet and Coverages:

**Collective Liability Insurance Cooperative (CLIC)**  
**Lake Villa School District #41**  
 Member Cost Comparison

Coverage Description	Additional Description	2024-2025	2025-2026
<b>Fixed Costs</b>			
Package (includes General Liability, Auto Liability, Garage Liability, Police Professional/Security Guards, Bullying and Crime)		\$4,380	\$4,733
Property (including Auto Physical Damage)	\$500,000,000 Limit	\$32,955	\$33,576
Boiler & Machinery		\$2,375	\$2,420
School Board Legal Liability	\$20,000 Deductible	\$9,198	\$8,567
Excess Liability	\$33M xs \$2M Limit	\$15,443	\$19,772
Student Accident - Mandatory		\$8,804	\$8,238
Student Accident - Catastrophic		\$2,412	\$2,257
Pollution Liability		\$1,812	\$1,997
Primary Cyber Liability <sup>(1)</sup>	\$2M Limit; \$25,000 Deductible	\$17,885	\$16,221
Excess Cyber Liability		\$0	\$0
Crisis Protect		\$2,068	\$2,079
RPA Administration Fee		\$12,117	\$12,601
Gallagher Bassett Services Claims Administration Fee		\$1,195	\$1,300
Gallagher Bassett Services Loss Control Fee		\$995	\$995
CLIC Program Management Operating Fee		N/A	N/A
<b>Total Fixed Costs</b>		<b>\$111,638</b>	<b>\$114,758</b>
<b>Variable Costs</b>			
Loss Fund - Package	includes actuarial debit/credit <sup>(2)</sup>	\$28,445	\$33,631
Actuarial Debit/Credit - Package		0.6%	-0.4%
Loss Fund - School Board Legal Liability	includes actuarial debit/credit <sup>(2)</sup>	\$3,834	\$3,711
Actuarial Debit/Credit - School Board Legal Liability		3.6%	-3.1%
<b>Total Variable Costs</b>		<b>\$32,279</b>	<b>\$37,342</b>



June 16, 2025

To: Dr. Sandra Keim-Bounds, Superintendent  
Members of the Board of Education

From: Anna Kasprzyk, Chief School Business Official

RE: Treasurer's Bond Renewal - Approval

**Background:**

As required by school code, Treasurer of School Districts are to be properly bonded (105 ILCS 5/8-2). For FY 2025-2026 the bond is in the amount of \$4,500,000 effective from July 1, 2025, and expires on June 30, 2026.

**Recommendation:**

It is recommended to approve the renewal of the Treasurer's Bond for FY2025-2026.

If you have any questions, please do not hesitate to contact me.

SCHOOL TREASURER'S BOND

Regional Superintendent of Schools, Lake County, Illinois

STATE OF ILLINOIS )
) SS
COUNTY OF LAKE )

404016097

We, Anna S. Kasprzyk as Principal and ,
Liberty Mutual Insurance Company as Surety, are obligated, jointly and severally to the School Board of
LAKE VILLA COMMUNITY CONSOLIDATED SCHOOL DISTRICT #41
District # , located at: 131 MCKINLEY AVE, LAKE VILLA, IL 60046
in the above mentioned county or successors in office, in the penal sum of
Four Million Five Hundred Thousand Dollars And Zero Cents
( \$4,500,000.00 ),
for the payment of which we bind ourselves, our heirs, executors, administrators.

In witness whereof we have hereunto set our hands and seals this 9th day of June , 2025 .
THIS BOND TO BE EFFECTIVE July 1, 2025 THIS BOND WILL EXPIRE July 1, 2026

The condition of this obligation is such that if Anna S. Kasprzyk , school treasurer in the
above stated county, faithfully discharges the duties of his or her office, according to law, and delivers to his or her
successor in office, after such successor has qualified by giving bond as provided by law, all moneys, books, papers,
securities and control, which have come into his or her possession or control, as such school treasurer, from date of his or her
bond to the time that his or her successor has qualified as school treasurer, by giving such bond as required by law, then this
obligation will be void; otherwise it will remain in full force and effect.

Anna S. Kasprzyk Liberty Mutual Insurance Company
PRINCIPAL SURETY

By: Timothy A. Mikolajewski
Timothy A. Mikolajewski, Assistant Secretary



STATE OF ILLINOIS )
) SS
COUNTY OF LAKE )

I, , hereby certify that who is
personally known to me to be the same person whose name is subscribed to the foregoing instrument, appeared before me
this day in person and acknowledged that he signed, sealed and delivered said instrument as his free and voluntary act for the
uses and purposes as therein set forth.

Given under my hand and seal this day of , 2 (Seal)

Approved and accepted by: BOARD OF EDUCATION (or BOARD OF DIRECTORS) of
District No. on this day of , 2

By: SECRETARY PRESIDENT

Approved and filed this day of, 2
Regional Superintendent of Schools



# POWER OF ATTORNEY

Liberty Mutual Insurance Company

Principal: Anna S. Kasprzyk

Agency Name: Arthur J Gallagher Risk Management Services, LLC

Bond Number: 404016097

Obligee: LAKE VILLA COMMUNITY CONSOLIDATED SCHOOL DISTRICT #41

Bond Amount: (\$4,500,000.00 ) Four Million Five Hundred Thousand Dollars And Zero Cents

KNOW ALL PERSONS BY THESE PRESENTS: that Liberty Mutual Insurance Company, a corporation duly organized under the laws of the State of Massachusetts (herein collectively called the "Company"), pursuant to and by authority herein set forth, does hereby name, constitute and appoint Timothy A. Mikolajewski in the city and state of Seattle, WA, each individually if there be more than one named, its true and lawful attorney-in-fact to make, execute, seal, acknowledge and deliver, for and on its behalf as surety and as its act and deed, any and all undertakings, bonds, recognizances and other surety obligations, in pursuance of these presents and shall be as binding upon the Companies as if they have been duly signed by the president and attested by the secretary of the Company in their own proper persons.

IN WITNESS WHEREOF, this Power of Attorney has been subscribed by an authorized officer or official of the Company and the corporate seal of the Company has been affixed thereto this 9th day of June, 2025.



Liberty Mutual Insurance Company

By:

*Nathan J. Zangerle*

Nathan J. Zangerle, Assistant Secretary

Not valid for mortgage, note, loan, letter of credit, currency rate, interest rate or residual value guarantees.

STATE OF PENNSYLVANIA ss  
COUNTY OF MONTGOMERY

On this 9th day of June, 2025, before me personally appeared Nathan J. Zangerle, who acknowledged himself to be the Assistant Secretary of Liberty Mutual Insurance Company and that he, as such, being authorized so to do, execute the foregoing instrument for the purposes therein contained by signing on behalf of the corporations by himself as duly authorized officer.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my notarial seal at Plymouth Meeting, Pennsylvania, on the day and year first above written.



Commonwealth of Pennsylvania - Notary Seal  
Teresa Pastella, Notary Public  
Montgomery County  
My commission expires March 28, 2029  
Commission number 1126044  
Member, Pennsylvania Association of Notaries

By:

*Teresa Pastella*

Teresa Pastella, Notary Public

This Power of Attorney is made and executed pursuant to and by authority of the following By-law and Authorizations of Liberty Mutual Insurance Company, which is now in full force and effect reading as follows:

**ARTICLE IV – OFFICERS:** Section 12. Power of Attorney.

Any officer or other official of the Corporation authorized for that purpose in writing by the Chairman or the President, and subject to such limitation as the Chairman or the President may prescribe, shall appoint such attorneys-in-fact, as may be necessary to act in behalf of the Corporation to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations. Such attorneys-in-fact, subject to the limitations set forth in their respective powers of attorney, shall have full power to bind the Corporation by their signature and executed, such instruments shall be as binding as if signed by the President and attested to by the Secretary. Any power or authority granted to any representative or attorney-in-fact under the provisions of this article may be revoked at any time by the Board, the Chairman, the President or by the officer or officers granting such power or authority.

**Certificate of Designation** – The President of the Company, acting pursuant to the Bylaws of the Company, authorizes Nathan J. Zangerle, Assistant Secretary to appoint such attorneys-in-fact as may be necessary to act on behalf of the Company to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations.

**Authorization** – By unanimous consent of the Company's Board of Directors, the Company consents that facsimile or mechanically reproduced signature or electronic signatures of any assistant secretary of the Company or facsimile or mechanically reproduced or electronic seal of the Company, wherever appearing upon a certified copy of any power of attorney or bond issued by the Company in connection with surety bonds, shall be valid and binding upon the Company with the same force and effect as though manually affixed.

I, Renee C. Llewellyn, the undersigned, Assistant Secretary, of Liberty Mutual Insurance Company do hereby certify that this power of attorney executed by said Company is in full force and effect and has not been revoked.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the seals of said Company this 9th day of June, 2025.



By:

*Renee C. Llewellyn*

Renee C. Llewellyn, Assistant Secretary

For bond and/or Power of Attorney (POA) verification inquiries, please call 610-832-8240 or email HOSUR@libertymutual.com.

CHECK NUMBER	CHECK FD	CHECK DATE	CHE TYP	VENDOR	INVOICE DESCRIPTION	AMOUNT
350553	10	06/16/2025	V	BALDERAS, YAJAIRA	lunch refund	-26.15
351371	10	05/22/2025	R	IESA	Palombi Middle School 2025-2026 IESA Registration	670.00
351372	15	05/22/2025	R	AMERICAN ASSN OF SCH	Membership- AScully	275.00
351372	10	05/22/2025	R	EZCATER INC	Social Studies Committee Meal	308.76
351372	15	05/22/2025	R	OLIVE GARDEN	Grant Feeder- Shared Services Meeting- Lunch	80.86
351372	15	05/22/2025	R	SAM'S CLUB/GEMB	Grant Feeder- Shared Services Meeting- Lunch	18.29
351372	10	05/22/2025	R	WAL-MART STORES	Family Resource/BPAC Event	241.91
351373	20	05/22/2025	R	WASTE MANAGEMENT	Garbage Service 05/01/25-05/31/25	2,620.00
351374	10	05/22/2025	R	IESA	2025-2026 Membership Dues	275.00
351375	15	05/29/2025	R	LEARNING WITHOUT TEA	Learning Without Tears	267.30
351375	15	05/29/2025	R	LEARNING WITHOUT TEA	Learning Without Tears	148.50
351378	10	06/03/2025	R	ANTIOCH PIZZA- ANTIO	Principal Interviews	248.58
351378	10	06/03/2025	R	ANTIOCH PIZZA- ANTIO	Leadership Event	216.55
351378	10	06/03/2025	R	ANTIOCH PIZZA- ANTIO	8th Grade Picnic	22.00
351378	15	06/03/2025	R	APPLE INC	TouchChat App (2 purchases)	299.98
351378	15	06/03/2025	R	APPLE INC	Refund of Tax- CuePad App	-0.70
351378	10	06/03/2025	R	EVENTS WORLDWIDE-MAR	8th Grade Dinner Dance- Photobooth	306.44
351378	20	06/03/2025	R	KUNES' COUNTRY AUTO	2017 Ford Truck (Black) Manifold-Vac	121.93
351378	10	06/03/2025	R	LETTUCE ENTERTAIN YO	Retirement Gift	100.00
351378	10	06/03/2025	R	LITTLE CAESAR'S	8th Grade Picnic	509.75
351378	20	06/03/2025	R	STAMPS.COM	Postage Monthly Fees	20.89
351378	20	06/03/2025	R	STAMPS.COM	Postage	250.00
351378	20	06/03/2025	R	USPS.COM	Stamped Envelopes- Martin	2,645.50
351378	10	06/03/2025	R	VALLEY RIDGE GOLF CO	8th Grade Dinner Dance Venue	2,100.00
351378	10	06/03/2025	R	WAL-MART STORES	End of Year Celebration BOE Meetings	106.40
351378	10	06/03/2025	R	WAL-MART STORES	Bubbles for PFA Field Day	35.28
351378	10	06/03/2025	R	WAL-MART STORES	PFA Supplies	149.50
351378	10	06/03/2025	R	WAL-MART STORES	8th Grade Picnic Supplies	196.47
351378	10	06/03/2025	R	WALGREENS	Retirement Gifts	1,088.90
351379	20	06/03/2025	R	VILLAGE OF LAKE VILL	WLT Water/Sewer 3/14/25-5/15/25	2,037.79
351379	20	06/03/2025	R	VILLAGE OF LAKE VILL	310 E Grand Water/Sewer 3/14/25-5/15/25	114.70
351379	20	06/03/2025	R	VILLAGE OF LAKE VILL	304 E Grand Water/Sewer 3/14/25-5/15/25	410.72
351379	20	06/03/2025	R	VILLAGE OF LAKE VILL	PJP Water/Sewer 3/14/25-5/15/25	2,518.10
351380	10	06/16/2025	R	22VETS LLC	security installation	2,104.80
351380	10	06/16/2025	R	22VETS LLC	Digital Wireless Body Pack Transmitter	858.35
351381	10	06/16/2025	R	4 SURE ENTERTAINMENT	DJ - Hooper 5/29/25	225.00
351382	10	06/16/2025	R	ACADEMIC THERAPY PUB	Phonics Books Complete Series - Set of 86 Books - Multiple Martin SIP Grant	15,832.32
351383	20	06/16/2025	R	ACE HARDWARE OF LIBE	supplies	17.98
351383	20	06/16/2025	R	ACE HARDWARE OF LIBE	lawnmower repairs	60.00
351384	10	06/16/2025	R	ADOBE INC	Acrobat Pro 5/1/25-4/30/26	1,985.28
351385	10	06/16/2025	R	ADVANTAGE MECHANICAL	Palombi kitchen RTU - Martin chiller repairs	3,955.00

CHECK NUMBER	CHECK FD	CHECK DATE	CHE TYP	VENDOR	INVOICE DESCRIPTION	AMOUNT
351385	10	06/16/2025	R	ADVANTAGE MECHANICAL	Hooper freezer repairs	374.00
351386	15	06/16/2025	R	ALEXANDER LEIGH CENT	May tuition	24,361.20
351387	15	06/16/2025	R	ALLENDALE ASSOCIATIO	February - March tuition	142,127.06
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Credit Memo PO 1002025271	-9.20
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	End of Year Awards	531.35
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Office Supplies	7.75
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Teacher books for new enrichment program	347.14
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Board Member Name Plate	16.87
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Citizen Recognition Award for JBock	34.99
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	DISTRICT OFFICE SUPPLIES	13.69
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	DISTRICT OFFICE SUPPLIES	46.39
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	DISTRICT OFFICE SUPPLIES	16.84
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	DISTRICT OFFICE SUPPLIES	6.87
351392	20	06/16/2025	R	AMAZON CAPITAL SERVI	DISTRICT OFFICE SUPPLIES	5.92
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	DISTRICT OFFICE SUPPLIES	13.69
351392	15	06/16/2025	R	AMAZON CAPITAL SERVI	DISTRICT OFFICE SUPPLIES	20.55
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	DISTRICT OFFICE SUPPLIES	13.69
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Library Grant Purchase	7.30
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Library Grant Purchase	153.94
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Credit Memo PO 1052025076	-102.91
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Leadership Pocket Folders	99.95
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Summer PD Books for planning	82.04
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Phone Case	22.98
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Phone Cases	58.86
351392	20	06/16/2025	R	AMAZON CAPITAL SERVI	Phone Cases- Facilities	33.05
351392	20	06/16/2025	R	AMAZON CAPITAL SERVI	Replacement Order for iPhone Cases	41.77
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Credit Memo PO 3002025205	-37.89
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Books for library	20.99
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Credit Memo PO 4002025180	-95.86
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	books for library	42.97
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Supplies for Pleviak Celebration	195.26
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	Credit Memo PO 6002025175	-13.91
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	PFA Classroom Set Up Supplies	991.86
351392	10	06/16/2025	R	AMAZON CAPITAL SERVI	PFA Classroom Set Up Supplies	1,127.31
351392	15	06/16/2025	R	AMAZON CAPITAL SERVI	LASSO supplies	151.84
351392	15	06/16/2025	R	AMAZON CAPITAL SERVI	LASSO supplies	75.91
351392	15	06/16/2025	R	AMAZON CAPITAL SERVI	Assistive Tech Cases	49.89
351392	15	06/16/2025	R	AMAZON CAPITAL SERVI	Protector for assistive tech	13.98
351392	15	06/16/2025	R	AMAZON CAPITAL SERVI	PE supplies for LASSO	1,147.65
351392	15	06/16/2025	R	AMAZON CAPITAL SERVI	Phone case	23.98
351393	15	06/16/2025	R	AMERGIS HEALTHCARE S	I Balici - RN services 5/14-5/16/25	1,236.25
351393	15	06/16/2025	R	AMERGIS HEALTHCARE S	I Balici - RN services 5/5-5/8/25	805.00
351393	15	06/16/2025	R	AMERGIS HEALTHCARE S	I Balici RN services 5/20-5/23/25	1,322.50
351393	15	06/16/2025	R	AMERGIS HEALTHCARE S	I Balici - RN services 5/27-5/30/25	1,150.00
351394	20	06/16/2025	R	APEX LANDSCAPING INC	WLT June landscaping	2,792.62
351394	20	06/16/2025	R	APEX LANDSCAPING INC	OCM June landscaping	3,090.02
351394	20	06/16/2025	R	APEX LANDSCAPING INC	BJH June landscaping	1,856.57
351394	20	06/16/2025	R	APEX LANDSCAPING INC	PJP June landscaping	2,759.42

CHECK NUMBER	CHECK FD	CHECK DATE	CHE TYP	VENDOR	INVOICE DESCRIPTION	AMOUNT
351395	15	06/16/2025	R	APPLE INC	iPads for LASSO	13,140.00
351395	15	06/16/2025	R	APPLE INC	Assistive Tech	29.00
351395	15	06/16/2025	R	APPLE INC	Assistive Tech	1,016.00
351395	15	06/16/2025	R	APPLE INC	Assisitve Tech	776.00
351396	10	06/16/2025	R	ARBOR MANAGEMENT, IN	May food service	109,053.01
351397	15	06/16/2025	R	ASSURED HEALTHCARE S	WLT nursing services 5/13	378.30
351398	15	06/16/2025	R	ATTAINMENT COMPANY	Assistive Tech Case for student	145.95
351399	10	06/16/2025	R	AWARDS BY KAYDAN	Spelling Bee trophy	28.50
351400	10	06/16/2025	R	BALDERAS, YAJAIRA	lunch refund	26.15
351401	10	06/16/2025	R	BECKER'S SCHOOL SUPP	PFA classrooms supplies	119.96
351402	15	06/16/2025	R	BOOM LEARNING	LASSO Subscription 1 yr	300.13
351402	15	06/16/2025	R	BOOM LEARNING	LASSO Subscription 1 yr	149.84
351403	40	06/16/2025	R	CHAIN O LAKES TRANSP	SpEd transportation 4/28-5/9/25	1,250.00
351403	40	06/16/2025	R	CHAIN O LAKES TRANSP	SpEd transportation 5/26-5/30/25	500.00
351403	40	06/16/2025	R	CHAIN O LAKES TRANSP	SpEd transportation 5/12-5/23/25	1,250.00
351404	10	06/16/2025	R	CHSD 117 - ACTIVITY	Connection's Magazine - Spring 2025	500.00
351405	10	06/16/2025	R	CLASS ACT CO	Diploma covers	842.00
351406	15	06/16/2025	R	CONNECTED HEALTHCARE	OCM psych - D Glover-Rogers 5/6-5/9/25	2,185.00
351406	15	06/16/2025	R	CONNECTED HEALTHCARE	OCM psych - D Glover-Rogers 5/12-5/16/25	1,995.00
351406	15	06/16/2025	R	CONNECTED HEALTHCARE	OCM psych, D Glover-Rogers 5/19-5/23/25	1,710.00
351407	15	06/16/2025	R	CONNECTIONS ACADEMY	May tuition	7,253.80
351407	15	06/16/2025	R	CONNECTIONS ACADEMY	May tuition	7,253.80
351408	15	06/16/2025	R	CONNECTION'S DAY SCH	May tuition	6,873.40
351408	15	06/16/2025	R	CONNECTION'S DAY SCH	May tuition	6,873.40
351408	15	06/16/2025	R	CONNECTION'S DAY SCH	May tuition	6,873.40
351410	20	06/16/2025	R	CONSTELLATION NEW EN	Pleviak electric service 3/20-4/21/25	1,825.71
351410	20	06/16/2025	R	CONSTELLATION NEW EN	BJH electric service 4/16-5/16/25	5,757.84
351410	20	06/16/2025	R	CONSTELLATION NEW EN	WLT electric service 4/21-5/21/25	7,081.57
351410	20	06/16/2025	R	CONSTELLATION NEW EN	OCM electric service 4/21-5/21/25	9,355.72
351410	20	06/16/2025	R	CONSTELLATION NEW EN	PJP electric service 4/21-5/21/25	8,357.88
351411	20	06/16/2025	R	CONSTELLATION NEW EN	BJH gas service April 2025	1,430.44
351411	20	06/16/2025	R	CONSTELLATION NEW EN	Plev, PJP, OCM, WLT gas service - April	406.94
351411	20	06/16/2025	R	CONSTELLATION NEW EN	Plev, PJP, OCM, WLT gas service - April	1,641.59
351411	20	06/16/2025	R	CONSTELLATION NEW EN	Plev, PJP, OCM, WLT gas service - April	1,542.59
351411	20	06/16/2025	R	CONSTELLATION NEW EN	Plev, PJP, OCM, WLT gas service - April	2,390.10
351411	20	06/16/2025	R	CONSTELLATION NEW EN	Pleviak March gas service	4.02
351412	10	06/16/2025	R	CURRICULUM ASSOCIATE	ELLevation Strategies	11,600.00
351412	10	06/16/2025	R	CURRICULUM ASSOCIATE	ELLevation Strategies	14,000.00
351413	10	06/16/2025	R	CYBER ADVISORS	EBA backup	1,350.00

CHECK NUMBER	CHECK FD	CHECK DATE	CHE TYP	VENDOR	INVOICE DESCRIPTION	AMOUNT
351414	15	06/16/2025	R	DALTON MOFFIT, BETH	Prince of Peace - Speech/language services 5/1-6/2/25	2,805.00
351415	10	06/16/2025	R	DUPAGE FEDERATION ON	Interpreting services 5/1-5/31/2025	486.67
351416	10	06/16/2025	R	E3 DIAGNOSTICS	Calibration of vision/hearing machines	390.00
351417	15	06/16/2025	R	EASTER SEALS METROPO	Strive for Success Autism training	23,065.30
351417	15	06/16/2025	R	EASTER SEALS METROPO	Consulting-Classroom set up	9,218.40
351417	15	06/16/2025	R	EASTER SEALS METROPO	Coaching	40,910.40
351418	20	06/16/2025	R	ELEMENTAL SOLUTIONS	corrosion control treatment	850.00
351419	15	06/16/2025	R	EMBRACE EDUCATION	Direct service percentage billing	2,535.90
351420	15	06/16/2025	R	EVERWAY LLC	Professional Development for Everway	2,394.00
351420	15	06/16/2025	R	EVERWAY LLC	Everway Bundle Curriculum	5,088.30
351421	40	06/16/2025	R	GRADE A TRANSPORTATI	Homeless transportation 5/1-5/30/25	12,337.00
351422	10	06/16/2025	R	HODGES, LOZZI, EISE	April legal services	19,146.60
351423	20	06/16/2025	R	HOME DEPOT	supplies	434.56
351423	20	06/16/2025	R	HOME DEPOT	supplies	401.94
351423	20	06/16/2025	R	HOME DEPOT	supplies	244.96
351423	20	06/16/2025	R	HOME DEPOT	supplies	244.96
351423	20	06/16/2025	R	HOME DEPOT	supplies	520.74
351424	10	06/16/2025	R	HUNTINGTON LEARNING	Prince of Peace - Title I	1,930.71
351425	15	06/16/2025	R	ILLINOIS ASSOCIATION	Professional Development IASA Workshop	200.00
351426	15	06/16/2025	R	IMAGINE LEARNING LLC	Sunday System and PD	871.98
351426	15	06/16/2025	R	IMAGINE LEARNING LLC	Sunday System and PD	3,845.34
351426	15	06/16/2025	R	IMAGINE LEARNING LLC	Sunday System and PD	3,623.17
351426	15	06/16/2025	R	IMAGINE LEARNING LLC	Sunday System and PD	2,489.51
351426	15	06/16/2025	R	IMAGINE LEARNING LLC	Sunday System and PD	581.32
351426	15	06/16/2025	R	IMAGINE LEARNING LLC	Sunday System and PD	2,563.56
351426	15	06/16/2025	R	IMAGINE LEARNING LLC	Sunday System and PD	2,415.45
351426	15	06/16/2025	R	IMAGINE LEARNING LLC	Sunday System and PD	1,659.67
351427	10	06/16/2025	R	ITSAVVY LLC	repairs	50.00
351428	20	06/16/2025	R	JOHNSTONE SUPPLY	repairs	559.33
351429	10	06/16/2025	R	JUST FOR FUN ROLLER	School skate 5/29/25	2,970.00
351430	10	06/16/2025	R	KAPLAN EARLY LEARNIN	PFA Supplies	344.94
351431	40	06/16/2025	R	LAKESIDE TRANSPORTAT	Homeless transportation April 2025	3,380.76
351431	40	06/16/2025	R	LAKESIDE TRANSPORTAT	May transportation cost sharing with Dist 60	3,192.94
351432	10	06/16/2025	R	LEARNING TECHNOLOGY	AI for K-12 Leaders	450.00
351433	10	06/16/2025	R	MATH LEARNING CENTER	Bridges Intervention Getting Started Workshop 6/18/25	75.00
351433	10	06/16/2025	R	MATH LEARNING CENTER	Bridges Intervention Getting Started Workshop 6/18/25	75.00
351434	15	06/16/2025	R	MILESTONES SPEECH &	Speech/language services 5/12-5/16/25	1,875.00
351434	15	06/16/2025	R	MILESTONES SPEECH &	Speech/language services 5/12-5/16/25	3,517.50
351434	15	06/16/2025	R	MILESTONES SPEECH &	Speech/language services 5/19-5/23/25	1,875.00
351434	15	06/16/2025	R	MILESTONES SPEECH &	Speech/language services	3,727.50

CHECK NUMBER	CHECK FD	CHECK DATE	CHE TYP	VENDOR	INVOICE DESCRIPTION	AMOUNT
					5/19-5/23/25	
351434	15	06/16/2025	R	MILESTONES SPEECH &	Speech/language services	1,875.00
					5/26-5/30/25	
351434	15	06/16/2025	R	MILESTONES SPEECH &	Speech/language services	3,071.25
					5/26-5/30/25	
351434	15	06/16/2025	R	MILESTONES SPEECH &	Speech/language services	312.50
					6/2/25	
351434	15	06/16/2025	R	MILESTONES SPEECH &	Speech/language services	472.50
					6/2/25	
351435	10	06/16/2025	R	MILWAUKEE COUNTY ZOO	Palombi Middle School 5/15/25	60.00
					balance	
351436	10	06/16/2025	R	NCS PEARSON, INC.	Early Learning /Pre K Team:	398.98
					Assessment	
351437	15	06/16/2025	R	ONE HOPE UNITED	May tuition	13,186.74
351438	20	06/16/2025	R	OPENTEXT INC	Fax services 5/1-5/31/25	96.05
351439	10	06/16/2025	R	PEAP	5th grade Presidential	230.59
					Achievement Award Pins.	
351440	10	06/16/2025	R	PERSPECTIVES, LTD	Employee Assistance Program	583.05
					6-1-6/30/25	
351441	10	06/16/2025	R	PIZZERIA DEVILLE	Pizza truck service 5th grade	650.00
					picnic	
351442	20	06/16/2025	R	PRO AUTOWORKS INC	Ford F250 repairs	2,556.32
351442	20	06/16/2025	R	PRO AUTOWORKS INC	Ford F250 repairs	475.51
351443	15	06/16/2025	R	PRO-ED	PCI for LASSO	1,784.20
351444	10	06/16/2025	R	PROCARE THERAPY	PJP bi-lingual teacher -	1,155.00
					5/8-5/9/25	
351444	10	06/16/2025	R	PROCARE THERAPY	PJP bi-lingual teacher	2,156.00
					5/19-5/22/25	
351444	10	06/16/2025	R	PROCARE THERAPY	PJP bi-lingual teacher -	2,175.25
					5/13-5/16/25	
351445	15	06/16/2025	R	SAFE HAVEN SCHOOL	May tuition	4,114.34
351446	10	06/16/2025	R	SCHOOL SPECIALTY, LL	Sensory Room	95.35
351447	15	06/16/2025	R	SPECIAL EDUCATION DI	audiological services	3.00
351447	15	06/16/2025	R	SPECIAL EDUCATION DI	May tuition	7,652.80
351447	15	06/16/2025	R	SPECIAL EDUCATION DI	Legal Updates PD - K Lind	50.00
					attending 6/3/25	
351448	15	06/16/2025	R	SPECIAL EDUCATION SE	May tuition	14,688.66
351448	15	06/16/2025	R	SPECIAL EDUCATION SE	Credit - student transfer	-2,197.58
351448	15	06/16/2025	R	SPECIAL EDUCATION SE	May tuition	4,994.50
351449	15	06/16/2025	R	SPEECH THERAPY BY AB	Speech/language services	2,695.00
351450	60	06/16/2025	R	STR PARTNERS, LLC	Summer 2025 professional	343.36
					services	
351450	61	06/16/2025	R	STR PARTNERS, LLC	Summer 2025 professional	852.48
					services	
351451	61	06/16/2025	R	STUCKEY CONSTRUCTION	2025 improvements	8,510.77
351452	15	06/16/2025	R	SUNBELT STAFFING	PJP psych - D Aukerman	1,713.60
					5/6-5/9/25	
351452	15	06/16/2025	R	SUNBELT STAFFING	PJP psych, D Aukerman	642.60
					5/30/2025	
351453	20	06/16/2025	R	THERMOSYSTEMS, LLC	repairs	1,178.00
351454	10	06/16/2025	R	TROPICAL CHILL	Ice Cream Truck	1,126.25
351454	10	06/16/2025	R	TROPICAL CHILL	end of year celebration	930.50
351454	10	06/16/2025	R	TROPICAL CHILL	end of year celebration	492.00
351455	20	06/16/2025	R	WASTE MANAGEMENT	Garbage service 6/1-6/30/25	2,692.00
351456	10	06/16/2025	R	WHISTON, JENNIFER	Ice cream refund	5.00
351457	10	06/16/2025	R	WHITSITT, ANDREA	Bi-lingual parent summit	76.30

CHECK NUMBER	CHECK FD	CHECK DATE	CHE TYP	VENDOR	INVOICE DESCRIPTION	AMOUNT
					workshop	
351458	10	06/16/2025	R	WHITSONS CULINARY GR	PFA snacks - May 2025	2,460.50
351459	61	06/16/2025	R	WINDY CITY REPRESENT	RTU- Hooper	3,250.00
351459	61	06/16/2025	R	WINDY CITY REPRESENT	RTU Units- Palombi	6,500.00
351460	10	06/16/2025	R	WOJTANEK, GINA	Ice cream refund	10.00
202400280	15	05/29/2025	V	LEARNING WITHOUT TEA	Learning Without Tears	-267.30
202400280	15	05/29/2025	V	LEARNING WITHOUT TEA	Learning Without Tears	-148.50
202400308	10	06/16/2025	W	AMERICAN OUTFITTERS,	Hooper Backpacks for 3rd Grade Picnic	375.00
202400309	10	06/16/2025	W	BROOKS ALLAN	BOE polo	33.00
202400309	10	06/16/2025	W	BROOKS ALLAN	Planners/Admin uniform/Principal uniform	0.00
202400309	10	06/16/2025	W	BROOKS ALLAN	Planners/Admin uniform/Principal uniform	1,975.98
202400311	15	06/16/2025	W	CRISIS PREVENTION IN	Crisis Intervention instructor certification program - A Binkley	4,699.00
202400312	20	06/16/2025	W	GRAINGER	RTU repairs	131.20
202400312	20	06/16/2025	W	GRAINGER	supplies	576.95
202400313	20	06/16/2025	W	HD SUPPLY INC	supplies	786.20
202400313	20	06/16/2025	W	HD SUPPLY INC	supplies	15.24
202400313	20	06/16/2025	W	HD SUPPLY INC	supplies	15.24
202400313	20	06/16/2025	W	HD SUPPLY INC	supplies	777.06
202400313	20	06/16/2025	W	HD SUPPLY INC	supplies	404.58
202400313	20	06/16/2025	W	HD SUPPLY INC	supplies	530.58
202400313	20	06/16/2025	W	HD SUPPLY INC	supplies	662.01
202400315	10	06/16/2025	W	JONES SCHOOL SUPPLY	choir pins	99.50
202400316	20	06/16/2025	W	SIGNARAMA GRAYSLAKE	doorbell signs	112.64
202400317	15	06/16/2025	W	STERICYCLE, INC	shredding	114.13
202400318	15	06/16/2025	W	TEACHTOWN	Teachtown Subscription	37,080.00
202400319	20	06/16/2025	W	TERMINIX-ANDERSON	BJH pest control 5/19/25	46.87
202400319	20	06/16/2025	W	TERMINIX-ANDERSON	PJP pest control 5/12/25	47.46
202400319	20	06/16/2025	W	TERMINIX-ANDERSON	WLT pest control 5/12/25	56.72
202400319	20	06/16/2025	W	TERMINIX-ANDERSON	PJP pest control 6/9/25	47.46
202400319	20	06/16/2025	W	TERMINIX-ANDERSON	OCM pest control 6/2/2025	72.14
202400320	20	06/03/2025	W	VERIZON WIRELESS	Hotspots 4/20/25-5/19/25	150.20
202400321	10	06/15/2025	W	THOMSON REUTERS- WES	Residency Checking Software	996.42
202400324	10	06/03/2025	W	ANTIOCH PIZZA- ANTIO	Leadership Event	-216.55
202400324	10	06/03/2025	W	ANTIOCH PIZZA- ANTIO	Leadership Event	216.55
202400325	20	06/16/2025	W	LAKE COUNTY DEPART O	OCM water/sewer 3/29-5/29/25	11,409.57
202400326	20	06/16/2025	W	KONE INC.	Maintenance 6/1-8/31/25	412.89
202400326	20	06/16/2025	W	KONE INC.	Maintenance 6/1-8/31/25	412.89
202400327	20	06/16/2025	W	VERIZON WIRELESS	Wireless phone service 5/2-6/1/25	993.27
242500283	10	06/16/2025	A	ALLEN, MELISSA	Course reimbursement	1,510.00
242500284	10	06/16/2025	A	ALLEN, SANDRA	IASPA - Sub summit	84.14
242500285	20	06/16/2025	A	ANO, MATTHEW	Mileage 5/22-5/30/25	59.92
242500286	10	06/16/2025	A	BAKER, ALLISON	Course reimbursement	825.00
242500287	10	06/16/2025	A	CAPPERT, ERIKA	Course Reimbursement	11,348.00
242500288	10	06/16/2025	A	CHARLTON, JENNIFER	In-district mileage 9/2024-5/29/2025	20.99
242500289	10	06/16/2025	A	DOUGHERTY, REBECCA	Course Reimbursement	489.00
242500290	40	06/16/2025	A	DURHAM SCHOOL SERVIC	May transportation	248,432.54
242500290	40	06/16/2025	A	DURHAM SCHOOL SERVIC	May transportation	174,713.81
242500290	40	06/16/2025	A	DURHAM SCHOOL SERVIC	May transportation	6,745.65
242500290	40	06/16/2025	A	DURHAM SCHOOL SERVIC	May transportation	2,287.13

CHECK NUMBER	CHECK FD	CHECK DATE	CHE TYP	VENDOR	INVOICE DESCRIPTION	AMOUNT
242500291	10	06/16/2025	A	EFFA, RACHEL	Field Day supplies	123.51
242500292	10	06/16/2025	A	EIFERT, JOHN	Leader's Who Brunch donuts	35.45
242500293	10	06/16/2025	A	FINGARD, GLORIA	Course Reimbursement	513.00
242500294	10	06/16/2025	A	GEIGER, ERICH	Mileage 4/28-5/27/25	75.25
242500295	10	06/16/2025	A	GREEN, MICHELLE	Pleviak open house signage	52.97
242500296	15	06/16/2025	A	HARKINS, SUSAN	ISBE 2025 Director Conference 6/9-6/10	235.20
242500297	10	06/16/2025	A	KALODIMOS, NICOLE	Course Reimbursement	825.00
242500298	10	06/16/2025	A	KAY, ALYSSA	Mileage 9/2024-5/2025	44.61
242500299	10	06/16/2025	A	KLENE, SCOTT	Let's Get Math-ish	7.00
242500299	10	06/16/2025	A	KLENE, SCOTT	Pleviak Open House	381.32
242500299	10	06/16/2025	A	KLENE, SCOTT	Building Leadership Summit lunch	110.03
242500300	10	06/16/2025	A	KOBESKI, HAILEY	GSA snacks	29.55
242500300	10	06/16/2025	A	KOBESKI, HAILEY	Course reimbursement	803.85
242500301	10	06/16/2025	A	KUPFER, GINA	Mileage 9/2024-5/2025	44.61
242500302	10	06/16/2025	A	LAWRENCE, JENNIFER	Course Reimbursement	825.00
242500303	10	06/16/2025	A	LOVELESS, WENDY	Course Reimbursement-mileage	66.15
242500304	20	06/16/2025	A	MCCAFFREY, BAILEY	In-district mileage 5/5-5/30/25	178.50
242500305	20	06/16/2025	A	MENARDS - ANTIOCH	supplies	56.94
242500305	20	06/16/2025	A	MENARDS - ANTIOCH	supplies	15.55
242500305	20	06/16/2025	A	MENARDS - ANTIOCH	supplies	23.14
242500306	10	06/16/2025	A	NASH, LAUREN	Course Reimbursement	825.00
242500307	10	06/16/2025	A	REDDING, AIMEE	Mileage 4/1-4/30/25	62.93
242500307	10	06/16/2025	A	REDDING, AIMEE	ML Director Meeting 5/2/25	43.62
242500308	10	06/16/2025	A	RHODES, MELISSA	Leadership Awards Ceremony - donuts	70.91
242500309	10	06/16/2025	A	ROGGY, KRISTIN	Course Reimbursement	1,100.00
242500310	15	06/16/2025	A	SCULLY, ANN	Mileage 4/1-4/28/25	60.20
242500311	10	06/16/2025	A	STRIETER, TRACI	IL Principal's Assoc conference 10/20-10/22/2025	427.00
242500312	10	06/16/2025	A	VAUGHN, ANNE	principal interview supplies	61.78
242500312	10	06/16/2025	A	VAUGHN, ANNE	End of Year Celebration supplies	91.63
242500313	10	06/16/2025	A	WHITLOCK, ANDREW	In-district mileage 5/1-5/22/25	26.32
Totals for checks						1,241,533.54

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATION	0.00	15.00	235,908.93	235,923.93
15	SPECIAL EDUCATION	0.00	0.00	442,622.20	442,622.20
20	OPERATIONS AND MAINTENANCE	0.00	0.00	89,440.97	89,440.97
40	TRANSPORTATION	0.00	0.00	454,089.83	454,089.83
60	CAPITAL PROJECTS	0.00	0.00	343.36	343.36
61	CAPITAL PROJECT - REF 2020	0.00	0.00	19,113.25	19,113.25
***	Fund Summary Totals ***	0.00	15.00	1,241,518.54	1,241,533.54

\*\*\*\*\* End of report \*\*\*\*\*

**LAKE VILLA SCHOOL DISTRICT #41**

**A/P AND PAYROLL**

**MAY 20, 2025 – JUNE 16, 2025**

General A/P 5/20 – 6/16	\$ 1,241,533.54
Revolving A/P 5/20 – 6/16	\$ 0.00

Payroll:

May 2	\$ 930,894.74
May 16	\$ 983,209.80
May 30	\$ 859,977.79

The Treasurer is hereby authorized to pay the bills contained in the Accounts Payable Bill Listing as approved during the Lake Villa CCSD #41 Board of Education meeting held on the date listed below.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

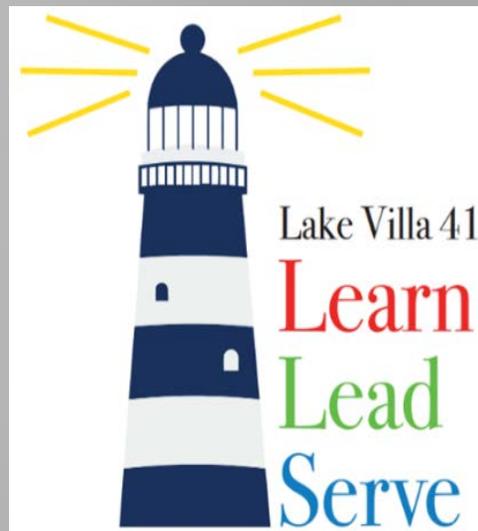
\_\_\_\_\_  
Date

LAKE VILLA  
COMMUNITY  
CONSOLIDATED  
SCHOOL  
DISTRICT #41

**MONTHLY**  
**FINANCIAL REPORTS**

FY 2024-2025

MAY 31, 2025





## **SUMMARY OF OPERATIONS FOR FY 2024-2025** **AS OF MAY 31, 2025**

The month of May marks the middle of the fourth quarter of FY 2024-2025. This report provides an analytical review of budget trends, comparing year-to-date (YTD) revenues and expenditures against the FY25 final budget and prior years' YTD figures to identify any unusual trends or budget variances.

### **REVENUE ANALYSIS:**

- Overall, revenue has been collected at 73%, which is 4% over the budget.
- School Fees for 24-25 school year have been collected at 84% (\$245,245). 54% of student fees have been waived (\$351,318) and \$48,003 is still outstanding. For prior years, the total amount outstanding is \$178,974, which \$99,654 is in collections with the collection agency.
- District received first distribution of property taxed from 2024 Tax Levy: 1,567,977.1 (6% of total 2024 Tax Extension). The major distributions are expected to be received in June and September.

### **EXPENDITURE ANALYSIS:**

May marks the middle of the fourth quarter of FY 2024-2025. Based on historical trends, about 92% of the expenditure budget is typically spent by this time. The budget variances are compared to the FY25 budget.

- Overall, 92% of the expenditure budget is spent which is within 1% variance.
- The salaries and benefits budget has been spent at 90% and 96%, respectively. Salaries are 3% under budget and Benefits are 4% over budget.
- Supplies are over the budget by 3% - mostly include purchases of additional materials, not budgeted, but funded by federal grants.

Detailed information on FY25 revenues and expenditures can be reviewed on attached *Monthly Financial Statement – FY2024-2025 Budget vs. Actuals*

### **FUND BALANCES:**

- Beginning fund balances for FY2025 include property taxes that were collected in June 2024. Estimated ending fund balances exclude taxes levied in December 2024 that will be collected in Spring 2025.

Detailed information can be reviewed on the attached *FY2024-2025 Fund Balance Summary*

### 2020 REFERENDUM BONDS

In March 2020, the District was authorized to issue \$30.7 million in building bonds to fund various life safety and building improvements. The district received \$24.6 million in bond proceeds in October 2020, which funded projects from 2020 to 2023. The second issuance of \$6.1 million was received on August 6, 2024. These funds will cover improvement projects planned for the years 2024 - 2027.

There is currently \$4,647,991 (including the interest earnings) remaining in the bond account, reserved for the District's capital improvement projects.

### SELF-FUNDED INSURANCE:

As of May 31, 2025, the cash balance in the self-insurance cooperative totaled \$4,164,038. The cash balance also does not include credit for pool claims, currently amounting to \$318K.

Based on the projected medical claims and Rx cost, the reserves are estimated to be around 486 days.

### STUDENT ACTIVITIES FUNDS (SAF)

Student Activity funds are Agency Funds that are managed by students with staff supervision. They are now part of the General Funds as the revenue is generated by fundraisers, donations and used for student activities. The SAF must be reported to the Board at least on an annual basis; however, those reports are also included in the Monthly Financial Reports.

The SAF cash balance as of May 31, 2025, was \$41,275.17, with \$13,781.73 in the Elementary SAF and \$27,493.44 in the Middle School SAF.

Detailed information on SAF account balances can be reviewed in the attached *Elementary and Middle School Student Account Receipt/Disbursement Summary Reports*.

MONTHLY TREASURER'S REPORT  
MAY 31, 2025

	Education	Operation & Maintenance	Debt Service	Transportation	IMRF/SS	Capital Projects	Working Cash	Tort	Fire Prevention and Safety	All Funds
<b>Month Beginning Cash Balance</b>	\$26,849,633	\$1,462,813	\$539,102	\$1,867,006	\$526,852	\$6,834,038	\$2,439,515	\$190,753	\$17,526	\$40,727,239
Plus (+)										
<b>Monthly Revenues/Transfers In</b>	\$2,115,140	\$152,070	\$167,168	\$493,253	\$55,660	\$20,276	\$19,085	\$17,090	\$134	\$3,039,876
Less (-)										
<b>Monthly Expenditures/Transfers Out</b>	(\$3,269,791)	(\$211,950)	(\$4,727)	(\$460,531)	(\$97,040)	(\$221,514)	(\$0)	(\$0)	(\$0)	(\$4,265,553)
<b>Month Ending Cash Balance</b>	\$25,694,982	\$1,402,933	\$701,543	\$1,899,728	\$485,472	\$6,632,800	\$2,458,600	\$207,843	\$17,660	\$39,501,562

*Anna Kasprzyk*

Anna Kasprzyk, Treasurer

6/12/2025

Date

LAKE VILLA CCSD #41  
MONTHLY BUDGET STATEMENT  
FY 2024-2025 BUDGET VS ACTUALS  
AS OF MAY 31, 2025  
YEAR-TO-DATE REVENUES W/ PRIOR YEAR COMPARISON

Fund	FY2023-2024	FY2023-2024	FY2023-2024	FY2024-2025	FY2024-2025	% of FY2024-2025	FY2024-2025
	Actuals	YTD Actuals	YTD % received	Revenue Budget	YTD Actuals	YTD Received	Budget Variance %
Educational Fund	\$33,071,217	\$23,572,017	71%	\$33,963,085	\$25,484,135	75%	4%
Operations & Maint. Fund	\$2,619,635	\$1,579,153	60%	\$2,548,339	\$1,557,685	61%	1%
Debt Service Fund	\$2,547,107	\$1,451,220	57%	\$2,488,377	\$1,469,759	59%	2%
Transportation Fund	\$3,501,610	\$2,445,096	70%	\$3,731,711	\$2,718,837	73%	3%
IMRF/Social Sec Fund	\$884,279	\$463,128	52%	\$896,207	\$510,641	57%	5%
Capital Projects Fund	\$56,652	\$55,265	98%	\$208,000	\$102,863	49%	0%
Working Cash Fund	\$74,295	\$68,752	93%	\$77,223	\$111,063	144%	51%
Tort Immunity & Judgment Fund	\$245,581	\$131,463	54%	\$269,112	\$142,370	53%	-1%
Fire Prevention & Safety Fund	\$13,412	\$13,412	100%	\$2,000	\$1,547	77%	0%
<b>TOTAL ( excluding Other Sources)</b>	<b>\$43,122,200</b>	<b>\$29,779,506</b>	<b>69%</b>	<b>\$44,184,054</b>	<b>\$32,098,900</b>	<b>73%</b>	<b>4%</b>

Revenue Source	FY2023-2024	FY2023-2024	FY2024-2025	FY2024-2025	FY2024-2025	% of FY2024-2025	FY2024-2025
	Actuals	YTD Actuals	YTD % received	Revenue Budget	YTD Actuals	YTD Received	Budget Variance %
Local	\$26,927,199	\$15,294,940	57%	\$27,228,871	\$16,255,218	60%	3%
State	\$14,328,176	\$12,705,125	89%	\$15,041,650	\$13,705,833	91%	2%
Federal	\$1,866,826	\$1,777,441	95%	\$1,913,533	\$2,137,849	112%	17%
<b>TOTAL ( excluding Other Sources)</b>	<b>\$43,122,200</b>	<b>\$29,777,506</b>	<b>69%</b>	<b>\$44,184,054</b>	<b>\$32,098,900</b>	<b>73%</b>	<b>4%</b>

**YEAR-TO-DATE EXPENDITURES W/ PRIOR YEAR COMPARISON**

Fund	FY2023-2024			FY2024-2025			FY2024-2025 Budget Variance %
	FY2023-2024 Actuals	FY2023-2024 YTD Actuals	FY2023-2024 YTD % spent	FY2024-2025 Expenditure Budget	FY2024-2025 YTD Actuals	% of FY2024-2025 YTD Spent	
Educational Fund	\$28,788,456	\$26,222,332	91%	\$33,755,989	\$30,689,101	91%	4%
Operations & Maint. Fund	\$2,584,666	\$2,319,866	90%	\$2,867,800	\$2,511,239	88%	1%
Debt Service Fund	\$2,651,238	\$2,649,748	100%	\$2,815,008	\$2,856,679	101%	1%
Transportation Fund	\$3,428,985	\$2,997,789	87%	\$3,743,815	\$3,255,666	87%	-3%
IMRF/Social Sec Fund	\$765,453	\$707,354	92%	\$910,303	\$786,721	86%	-2%
Capital Projects Fund	\$2,340,543	\$2,344,690	100%	\$1,268,318	\$1,772,240	140%	0%
Tort Immunity & Judgment Fund	\$192,512	\$192,512	100%	\$251,844	\$251,844	100%	0%
Fire Prevention & Safety Fund	\$0	\$0	100%	\$450,000	\$468,868	104%	4%
<b>TOTAL ( Excluding Other Uses)</b>	<b>\$40,751,852</b>	<b>\$37,434,292</b>	<b>92%</b>	<b>\$46,063,077</b>	<b>\$42,592,358</b>	<b>92%</b>	<b>0.6%</b>

Expenditure Description	FY2023-2024			FY2024-2025			FY2024-2025 Budget Variance %
	FY2023-2024 Actuals	FY2023-2024 YTD Actuals	FY2023-2024 YTD % spent	FY2024-2025 Expenditure Budget	FY2024-2025 YTD Actuals	% of FY2024-2025 YTD Spent	
Salaries	\$18,005,202	\$16,615,115	92%	\$20,545,549	\$18,419,973	90%	-3%
Employee Benefits	\$3,556,073	\$3,165,806	89%	\$4,049,636	\$3,890,344	96%	4%
Purchased Services	\$7,256,289	\$6,562,639	90%	\$8,777,505	\$7,778,116	89%	-2%
Supplies and Materials	\$1,586,589	\$1,470,836	93%	\$2,837,139	\$2,717,756	96%	3%
Capital Outlay	\$2,916,147	\$2,780,543	95%	\$2,086,550	\$2,582,670	124%	28%
Other (Tuition/Bond Payments)	\$7,321,171	\$6,731,761	92%	\$7,569,698	\$6,991,452	92%	0%
Non- Capital Purchases	\$93,521	\$90,732	97%	\$197,000	\$198,446	101%	4%
Post- Employment Benefits	\$16,860	\$16,860	100%	\$0	\$13,601	#DIV/0!	#DIV/0!
<b>TOTAL ( Excluding Other Uses)</b>	<b>\$40,751,852</b>	<b>\$37,434,292</b>	<b>92%</b>	<b>\$46,063,077</b>	<b>\$42,592,358</b>	<b>92%</b>	<b>0.6%</b>

FUND BALANCE SUMMARY  
FY2024-2025  
AS OF MAY 31, 2025

	Education	Operation & Maintenance	Debt Service	Transportation	IMRF/SS	Capital Projects	Working Cash	Tort	Fire Prevention and Safety	All Funds
<b>FY2024-2025 Beginning Fund Balance (7/1/24) (audited)</b>	<b>\$30,923,783</b>	<b>\$2,356,558</b>	<b>\$1,877,567</b>	<b>\$2,436,562</b>	<b>\$761,545</b>	<b>\$2,096,670</b>	<b>\$2,347,538</b>	<b>\$317,317</b>	<b>\$484,980</b>	<b>\$43,602,521</b>
YTD Revenue	\$25,484,135	\$1,557,685	\$1,469,759	\$2,718,837	\$510,641	\$102,863	\$111,063	\$142,370	\$1,547	\$32,098,900
YTD Expenditures	(\$30,689,101)	(\$2,511,239)	(\$2,856,679)	(\$3,255,666)	(\$786,721)	(\$1,772,240)	(\$0)	(\$251,844)	(\$468,868)	(\$42,592,358)
Other Sources/Uses			\$210,896			\$6,205,516				\$6,416,412
<b>YTD Surplus/(Deficit)</b>	<b>(\$5,204,966)</b>	<b>(\$953,554)</b>	<b>(\$1,386,920)</b>	<b>(\$536,829)</b>	<b>(\$276,080)</b>	<b>(\$1,669,377)</b>	<b>\$111,063</b>	<b>(\$109,474)</b>	<b>(\$467,321)</b>	<b>(\$10,493,458)</b>
<b>Fund Balance as of 4/30/2025</b>	<b>\$25,718,817</b>	<b>\$1,403,004</b>	<b>\$701,544</b>	<b>\$1,899,733</b>	<b>\$485,465</b>	<b>\$6,632,809</b>	<b>\$2,458,601</b>	<b>\$207,843</b>	<b>\$17,659</b>	<b>\$39,525,475</b>

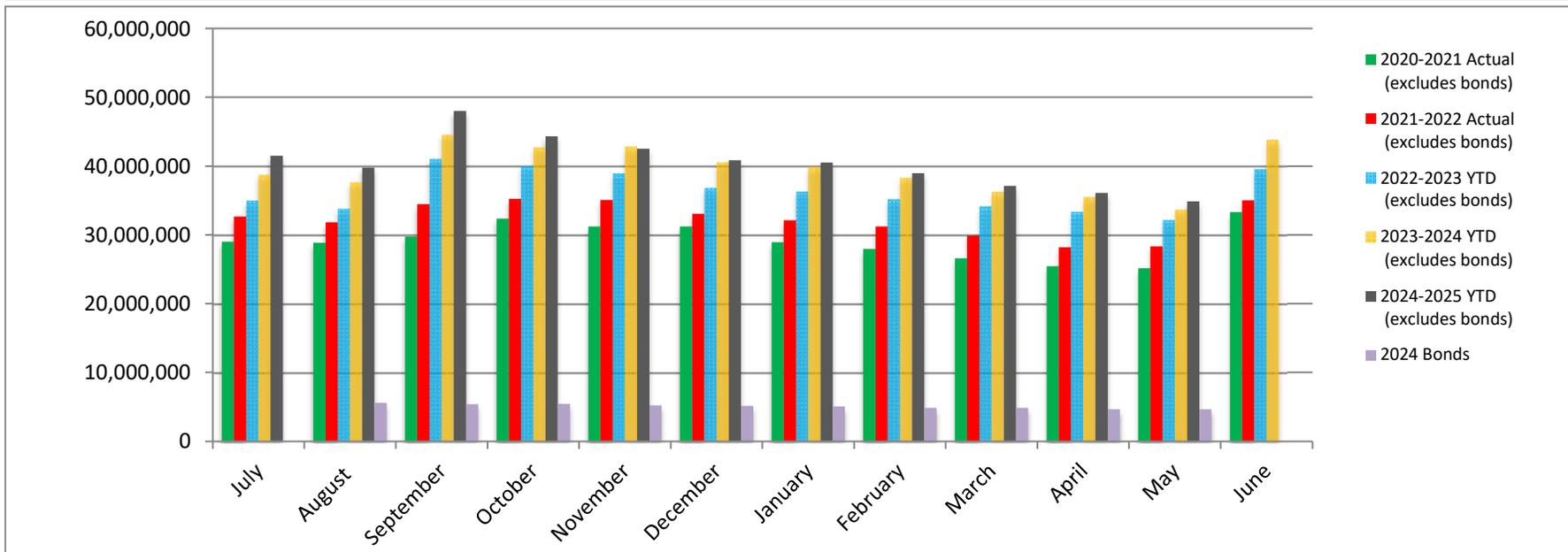
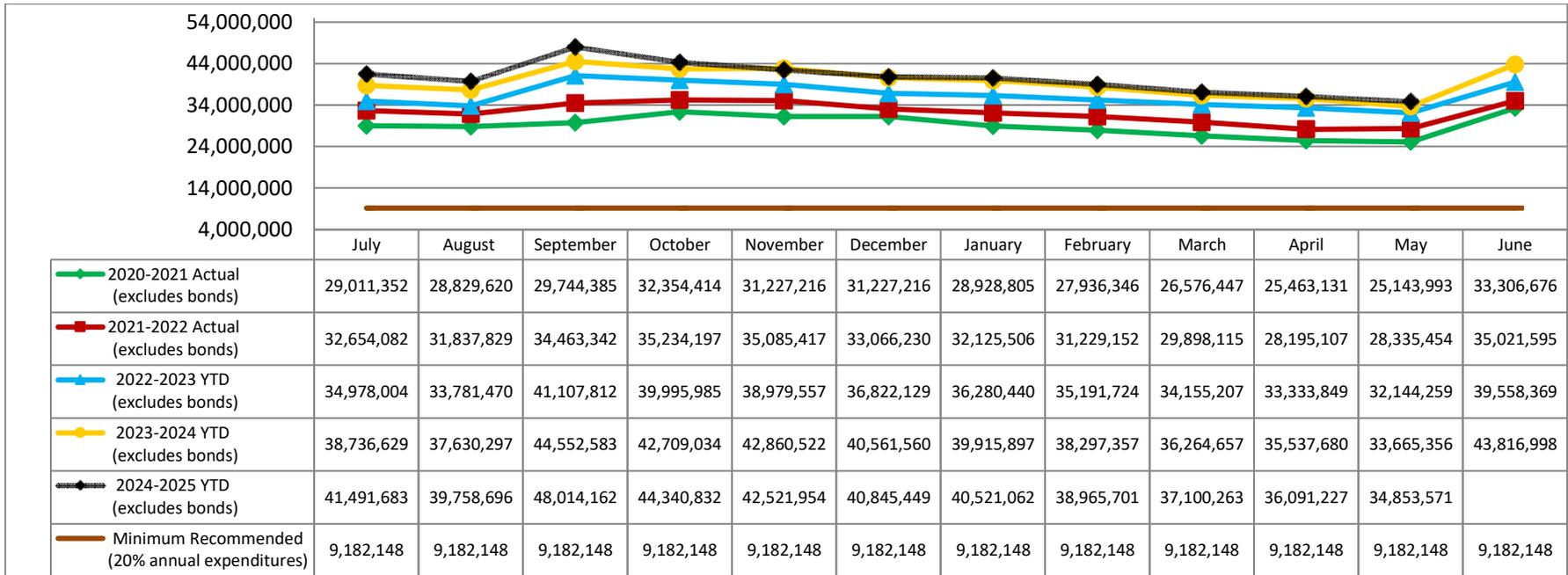
Additional Fund Balance Information

Designated Funds	Education	Operation & Maintenance	Debt Service	Transportation	IMRF/SS	Capital Projects	Working Cash	Tort	Fire Prevention and Safety	Total
Moira Braun Balance	\$140,657	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$140,657
Self Funded Insurance Cash Balance	\$4,046,613	\$117,426	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,164,038
2020 Referendum Bonds						\$4,647,991				\$4,647,991
<b>Total Other Designated Funds</b>	<b>\$4,187,269</b>	<b>\$117,426</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,647,991</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$8,952,687</b>
<b>Current Fund Balance</b>	<b>\$25,718,817</b>	<b>\$1,403,004</b>	<b>\$701,544</b>	<b>\$1,899,733</b>	<b>\$485,465</b>	<b>\$6,632,809</b>	<b>\$2,458,601</b>	<b>\$207,843</b>	<b>\$17,659</b>	<b>\$39,525,475</b>
Early Property Taxes (51% of 2024 Levy)	9,122,504.00	1,097,510.00	\$1,187,101	\$859,236	\$441,298	\$0	\$3,683	\$131,954	\$0	12,843,286.00
<b>Current End Fund Balance w/out Early Property Taxes and Other Designated Funds</b>	<b>\$12,409,044</b>	<b>\$188,068</b>	<b>(\$485,557)</b>	<b>\$1,040,497</b>	<b>\$44,167</b>	<b>\$1,984,818</b>	<b>\$2,454,918</b>	<b>\$75,889</b>	<b>\$17,659</b>	<b>\$17,729,503</b>
Fund Balance Reserves (% of FY25 Budgeted Expenditures)	37%	7%	-17%	28%	5%	156%	n/a	30%	4%	39%

# LAKE VILLA SCHOOL DISTRICT 41

## CASH POSITION CHART

### FY2024-2025



Notes:

August 2024 : Issuance of Building Referendum Bonds



Description: SBAA Entity 800 Acct. Receipt/Disbursement Summary Rpt - Monthly Report -Elementary SAF

Account	Description	May 1, 2025 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	May 31, 2025 Ending Balance
99A800 1021 0000 00 000000	SBAA Cash 8101/X/. /ALL/Elementary Student Act. Ca	10,943.87	2,835.42	2.44	13,781.73
<b>Total Asset Accounts:</b>		10,943.87	2,835.42	2.44	13,781.73
99L800 0000 9800 00 000000	Entity Wide/Elem SAF Intere/. /ALL/Elem SAF Intere	60.89CR	2.44CR	0.00	63.33CR
99L800 3303 9300 00 000000	Charity/HOOPER SCHOOL/. /ALL/Hooper Charity	0.09CR	0.00	0.00	0.09CR
99L800 3311 9300 00 000000	Yearbook/HOOPER SCHOOL/. /ALL/Hooper Yearbook	2,056.09CR	1,617.49CR	0.00	3,673.58CR
99L800 3312 9300 00 000000	Student Council/HOOPER SCHOOL/. /ALL/Hooper Studen	547.51CR	0.00	0.00	547.51CR
99L800 5506 9500 00 000000	Student Council/THOMPSON SCHOOL/. /ALL/Thompson St	666.31CR	0.00	0.00	666.31CR
99L800 5508 9500 00 000000	Yearbook/THOMPSON SCHOOL/. /ALL/Thompson Yearbook	1,447.96CR	697.00CR	0.00	2,144.96CR
99L800 5509 9500 00 000000	Charity/THOMPSON SCHOOL/. /ALL	0.00	0.00	0.00	0.00
99L800 6601 9600 00 000000	Garden Project/MARTIN SCHOOL/. /ALL/Garden Project	120.00CR	0.00	0.00	120.00CR
99L800 6604 9600 00 000000	Red Cross/MARTIN SCHOOL/. /ALL/Martin Red Cross	0.00	0.00	0.00	0.00
99L800 6605 9600 00 000000	Science/MARTIN SCHOOL/. /ALL/Martin Science	0.85CR	0.00	0.00	0.85CR
99L800 6606 9600 00 000000	Student Council/MARTIN SCHOOL/. /ALL/Martin Studen	3,149.19CR	0.00	0.00	3,149.19CR
99L800 6607 9600 00 000000	Yearbook/MARTIN SCHOOL/. /ALL/Martin Yearbook	2,894.98CR	520.93CR	0.00	3,415.91CR
<b>Total Liability Accounts:</b>		10,943.87CR	2,837.86CR	0.00	13,781.73CR
<b>Total Asset Accounts:</b>		10,943.87	2,835.42	2.44	13,781.73
<b>Total Liability Accounts:</b>		10,943.87CR	2,837.86CR	0.00	13,781.73CR
<b>Grand Total:</b>		0.00	2.44CR	2.44	0.00

\*\*\*\*\* End of report \*\*\*\*\*

Description: SBAA Entity 900 Acct. Receipt/Disbursement Summary Rpt - Monthly Report - MS SAF

Account	Description	May 1, 2025 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	May 31, 2025 Ending Balance
99A900 1020 0000 00 000000	SBAA Cash 7601/X/./ALL/Palombi Student Activity C	27,690.10	838.75	1,035.41CR	27,493.44
<b>Total Asset Accounts:</b>		27,690.10	838.75	1,035.41CR	27,493.44
99L900 0000 9900 00 000000	Entity Wide/Palombi SAF Int/./ALL/Palombi SAF Int	624.56CR	6.09CR	0.00	630.65CR
99L900 9001 9400 00 000000	Band Fundraiser/PALOMBI SCHOOL/./ALL/Band Fundrai	375.22CR	0.00	0.00	375.22CR
99L900 9003 9400 00 000000	Charity/PALOMBI SCHOOL/./ALL/Joint Leadership	45.00CR	0.00	0.00	45.00CR
99L900 9005 9400 00 000000	Garden Planning/PALOMBI SCHOOL/./ALL/Garden Plann	1,061.72CR	0.00	0.00	1,061.72CR
99L900 9006 9400 00 000000	Student Council/PALOMBI SCHOOL/./ALL/Student Coun	5,462.59CR	203.75CR	135.84	5,530.50CR
99L900 9009 9400 00 000000	Misc./PALOMBI SCHOOL/./ALL/Miscellaneous	0.00	0.00	0.00	0.00
99L900 9011 9400 00 000000	NJHS/PALOMBI SCHOOL/./ALL/National Jr. Honor Soci	1,196.11CR	0.00	0.00	1,196.11CR
99L900 9012 9400 00 000000	Palombi Players/PALOMBI SCHOOL/./ALL/Palombi Play	6,212.49CR	635.00CR	905.66	5,941.83CR
99L900 9018 0000 00 000000	Wrestling/X/./ALL/Wrestling Tournament	2,591.68CR	0.00	0.00	2,591.68CR
99L900 9022 9400 00 000000	Yearbook/PALOMBI SCHOOL/./ALL	2,191.21CR	0.00	0.00	2,191.21CR
99L900 9023 0000 00 000000	Virginia Trip/X/./ALL	7,929.52CR	0.00	0.00	7,929.52CR
<b>Total Liability Accounts:</b>		27,690.10CR	844.84CR	1,041.50	27,493.44CR
<b>Total Asset Accounts:</b>		27,690.10	838.75	1,035.41CR	27,493.44
<b>Total Liability Accounts:</b>		27,690.10CR	844.84CR	1,041.50	27,493.44CR
<b>Grand Total:</b>		0.00	6.09CR	6.09	0.00

\*\*\*\*\* End of report \*\*\*\*\*

June 16, 2025

To: Members of the Board of Education

From: Dr. Sandra Keim-Bounds, Superintendent

RE: Memo - District and School Improvement Plans

Lake Villa District 41's aligning District and School Improvement Plans were created in collaboration with our Building Leadership Teams. Below you will find a summary of our strategic moves based on our Multi-Year Teaching and Learning and Operation Plans. The comprehensive plan is within your board packet.

For the 2024-2025 school year, multiple data points were identified to monitor our district's growth in alignment with our district's five strategic goals. The goals were rigorous. Robust activities are streamlined and spread across various goal areas and were built upon the activities from the prior school year.

### End-of-Year Summary of Data Analysis

#### **District-Wide**

##### Math

- Overall, we did not experience an 'implementation dip' in math performance in the first year of implementation of our math program.
- Both the elementary schools and the district as a whole exceeded their student target growth goals.
- Overall, the district continues to outpace national averages in student growth, leading to the closing of a learning gap.
- Palombi showed an increase in Mean RIT data from the prior school year.
- Thompson performed above national norms.
- District-wide low-income and English Learner goals were exceeded.
- District-wide Special Education is an identified area of improvement in the area of math, which will be done through continuous monitoring with the newly adopted resources, DreamBox and Touchmath.

##### Reading

- Overall, performance is at national norms, with Martin and Palombi one point below.
- Thompson remains above national norms.
- The district continues to outpace national student growth, leading to the closing of a learning gap.
- The elementary schools and overall performance are exceeding student target growth goals.
- Hooper and Thompson English Learners experienced accelerated growth in comparison to last year.
- Hooper Low Income students experienced accelerated growth in comparison to last year.
- The district-wide English Learner and Special Education goals were met.

- The district-wide low-income is an area of identified improvement in reading.

Learning Environment

- Increased teacher clarity by 41.3%, a research-based approach proven to have a significant impact on student learning, motivation, and engagement.
- Met students opportunities to share their thoughts on their school’s learning environment through student testimonials.

Competent and Caring Staff

- District 41 completed all scheduled professional learning opportunities for this year and is prepared for opportunities into next fall.
- Professional Learning has focused on English Language Arts, Math, and Professional Learning Communities.

Community Engagement

- The reinstatement of a District 41 stakeholder letter was released.
- The district website’s data dashboard, superintendent video, and progress visuals were created or enhanced.
- District 41 continues to focus on community engagement, including student and parent testimonials.
- District 41 completed a community-wide leadership event in the spring.

Fiscal Stability

- The 10-Year HLS Survey Work was approved, with the assessment starting in the spring
- District 41 completed the identified safety and security measures.
- District 41 completed resource purchases in the areas of Special Education and English Learners.
- District 41 determined the location of and the financial impact of any Special Education program changes.

Lake Villa District 41 has completed its end-of-year data review in preparation for the upcoming school year. Our school improvement plan for the upcoming school year will focus on the continued elevation of our district.

***Reading  
District SMART Goal***

→ Overall MAP RIT Growth (Reading): Increase Mean RIT from 185 Mean RIT during the fall of 2024 to 191 Mean RIT during the winter of 2025 and to 194 Mean RIT by the end of the 2024-2025 school year

Fall Update: 185 Mean RIT (Continue Monitoring)	Winter Update: 193 Mean RIT (Goal Met)	Spring Update: 195 Mean RIT (Goal Met)
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→ Overall MAP Growth (Reading): Maintain the percentage of students who met/exceeded the anticipated student growth percentile between 50% and above to close instructional gaps during the 2024-2025 school year

Fall Update: 57% Met Spring Growth Target (Continue Monitoring)	Winter Update: 55% Met Winter Growth Target (Goal Met)	Spring Update: 52% Met Spring Growth Target (Goal Met)
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→ Overall IAR (Reading): Increase the percentage of students who met/exceeded the anticipated student growth percentile from 43% to 45% during the 2024-2025 school year

Fall Update: 43% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2024)
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### **District Subgroup SMART Goal**

- Special Education MAP RIT Growth (Reading): Increase Mean RIT from 176 Mean RIT during the fall of 2024 to 183 Mean RIT during the winter of 2025 and to 186 Mean RIT by the end of the 2024-2025 school year

Fall Update: 176 Mean RIT (Continue Monitoring)	Winter Update: 183 Mean RIT (Goal Met)	Spring Update: 187 Mean RIT (Goal Met)
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- English Learners MAP RIT Growth (Reading): Increase Mean RIT from 181 Mean RIT during fall 2024 to 187 Mean RIT during the winter of 2025 and to 189 Mean RIT by the end of the 2024-2025 school year

Fall Update: 181 Mean RIT (Continue Monitoring)	Winter Update: 187 Mean RIT (Goal Met)	Spring Update: 190 Mean RIT (Goal Met)
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### **Palombi SMART Goal**

- Overall MAP RIT Growth (Reading): Increase Mean RIT from 213 Mean RIT during the fall of 2024 to 216 Mean RIT during the winter of 2025 and to 217 Mean RIT by the end of the 2024-2025 school year

Fall Update: 213 Mean RIT (Continue Monitoring)	Winter Update: 218 Mean RIT (Goal Met)	Spring Update: 217 Mean RIT (Goal Met)
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- Overall IAR (Reading): Increase the percentage of students who met/exceeded the anticipated student growth percentile from 43% to 45% during the 2024-2025 school year

Fall Update: 43% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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### **Hooper SMART Goal**

- Overall MAP RIT Growth (Reading): Increase Mean RIT from 174 Mean RIT during the fall of 2024 to 182 Mean RIT during the winter of 2025 and to 185 Mean RIT by the end of the 2024-2025 school year

Fall Update: 174 Mean RIT (Continue Monitoring)	Winter Update: 183 Mean RIT (Goal Met)	Spring Update: 187 Mean RIT (Goal Met)
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- Overall IAR (Reading): Increase the percentage of students who met/exceeded the anticipated student growth percentile from 31% to 43% during the 2024-2025 school year

Fall Update: 31% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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### **Martin SMART Goal**

- Overall MAP RIT Growth (Reading): Increase Mean RIT from 175 Mean RIT during the fall of 2024 to 183 Mean RIT during the winter of 2025 and to 185 Mean RIT by the end of the 2024-2025 school year

Fall Update: 175 Mean RIT (Continue Monitoring)	Winter Update: 184 Mean RIT (Goal Met)	Spring Update: 188 Mean RIT (Goal Met)
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- Overall IAR (Reading): Maintain the percentage of students who met/exceeded the anticipated student growth percentile from 56% to a range of 45% to 55% during the 2024-2025 school year

Fall Update: 56% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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### **Thompson SMART Goal**

- Overall MAP RIT Growth (Reading): Increase Mean RIT from 179 Mean RIT during the fall of 2024 to 186 Mean RIT during the winter of 2025 and to 189 Mean RIT by the end of the 2024-2025 school year

Fall Update: 186 Mean RIT (Continue Monitoring)	Winter Update: 186 Mean RIT (Goal Met)	Spring Update: 191 Mean RIT (Goal Met)
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- Overall IAR (Reading): Increase the percentage of students who met/exceeded the anticipated student growth percentile from 46% to 48% during the 2024-2025 school year

Fall Update: 46% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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### **Math District SMART Goal**

- Overall MAP RIT Growth (Math): Increase Mean RIT from 188 Mean RIT during the fall of 2024 to 194 Mean RIT during the winter of 2025 and to 198 Mean RIT by the end of the 2024-2025 school year

Fall Update: 188 Mean RIT (Continue Monitoring)	Winter Update: 195 Mean RIT (Goal Met)	Spring Update: 200 Mean RIT (Goal Met)
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- Overall MAP Growth (Math): Maintain the percentage of students who met/exceeded the anticipated student growth percentile between 50% and above to close instructional gaps during the 2024-2025 school year

Fall Update: 53% Met Spring Growth Target (Continue Monitoring)	Winter Update: 52% Met Winter Growth Target (Goal Met)	Spring Update: 51% Met Spring Growth (Goal Met)
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- Overall IAR (Math): Maintain the percentage of students who met/exceeded the anticipated student growth percentile from 46% to a range of 45% to 55% during the 2024-2025 school year

Fall Update: 46% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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### **District Subgroup SMART Goal**

- Special Education MAP RIT Growth (Math): Increase Mean RIT from 179 Mean RIT during the fall of 2024 to 185 Mean RIT during the winter of 2025 and to 189 Mean RIT by the end of the 2024-2025 school year

Fall Update: 179 Mean RIT (Continue Monitoring)	Winter Update: 185 Mean RIT (Goal Met)	Spring Update: 189 Mean RIT (Goal Met)
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- English Learners MAP RIT Growth (Math): Increase the Mean RIT from 183 Mean RIT during the fall of 2024 to 189 Mean RIT during the winter of 2025 and to 193 Mean RIT by the end of the 2024-2025 school year

Fall Update: 183 Mean RIT (Continue Monitoring)	Winter Update: 190 Mean RIT (Goal Met)	Spring Update: 194 Mean RIT (Goal Met)
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### **Palombi SMART Goal**

- Overall MAP RIT Growth (Math): Increase the Mean RIT from 218 Mean RIT during the fall of 2024 to 222 Mean RIT during the winter of 2025 and to 224 Mean RIT by the end of the 2024-2025 school year

Fall Update: 218 Mean RIT (Continue Monitoring)	Winter Update: 222 Mean RIT (Goal Met)	Spring Update: 224 Mean RIT (Goal Met)
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- Overall IAR (Math): Maintain the percentage of students who met/exceeded the anticipated student growth percentile from 49% to a range of 45% to 55% during the 2024-2025 school year

Fall Update: 49% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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### ***Hooper SMART Goal***

- Overall MAP RIT Growth (Math): Increase the Mean RIT from 178 Mean RIT during the fall of 2024 to 185 Mean RIT during the winter of 2025 and to 190 Mean RIT by the end of the 2024-2025 school year

Fall Update: 178 Mean RIT (Continue Monitoring)	Winter Update: 186 Mean RIT (Goal Met)	Spring Update: 191 Mean RIT (Goal Met)
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- Overall IAR (Math): Increase the percentage of students who met/exceeded the anticipated student growth percentile from 27% to 40% during the 2024-2025 school year

Fall Update: 27% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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### ***Martin SMART Goal***

- Overall MAP RIT Growth (Math): Increase the Mean RIT from 176 Mean RIT during the fall of 2024 to 183 Mean RIT during the winter of 2025 and to 188 Mean RIT by the end of the 2024-2025 school year

Fall Update: 176 Mean RIT (Continue Monitoring)	Winter Update: 186 Mean RIT (Goal Met)	Spring Update: 191 Mean RIT (Goal Met)
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- Overall IAR (Math): Maintain the percentage of students who met/exceeded the anticipated student growth percentile from 52% to a range of 45% to 55% during the 2024-2025 school year

Fall Update: 52% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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### ***Thompson SMART Goal***

- Overall MAP RIT Growth (Math): Increase the Mean RIT from 180 Mean RIT during the fall of 2024 to 188 Mean RIT during the winter of 2025 and to 192 Mean RIT by the end of the 2024-2025 school year

Fall Update: 180 Mean RIT (Continue Monitoring)	Winter Update: 188 Mean RIT (Goal Met)	Spring Update: 193 Mean RIT (Goal Met)
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- Overall IAR (Math): Maintain the percentage of students who met/exceeded the anticipated student growth percentile from 49% to a range of 45% to 55% during the 2024-2025 school year

Fall Update: 49% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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## ***Learning Environment***

### ***District SMART Goal***

- Increase teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement from 26.95% during the fall of 2024 to 50% by winter of 2025 and to 75% by the end of the 2024-2025 school year

Fall Update: 26.95% (Continue Monitoring)	Winter Update: 51.5% (Goal Met)	Spring Update: 68.25% (41.3% Increase; Continue Goal)
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- Increase student opportunities to share their thoughts on their school's learning environment from twelve events during the fall of 2024 to twenty-four events by winter of 2025 and to thirty-six events by the end of the 2024-2025 school year

Fall Update: 12 Events (Continue Monitoring)	Winter Update: 24 Events (Goal Met)	Spring Update: 36 Events (Goal Met)
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### ***Palombi SMART Goal***

- Increase teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement from 19.8% during the fall of 2024 to 50% by winter of 2025 and to 75% by the end of the 2024-2025 school year

Fall Update: 19.8% (Continue Monitoring)	Winter Update: 54.6% (Goal Met)	Spring Update 73% (53.2% Increase; Continue Goal)
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- Increase student opportunities to share their thoughts on their school's learning environment from three events during the fall of 2024 to six events by winter of 2025 and to nine events by the end of the 2024-2025 school year

Fall Update: 3 Events (Continue Monitoring)	Winter Update: 6 events (Goal Met)	Spring Update: 9 events (Goal Met)
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### ***Hooper SMART Goal***

- Increase teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement from 25% during the fall of 2024 to 50% by winter 2025 and to 75% by the end of the 2024-2025 school year

Fall Update: 25% (Continue Monitoring)	Winter Update: 55% (Goal Met)	Spring Update 64% (39% Increase; Continue Goal)
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- Increase student opportunities to share their thoughts on their school's learning environment from three events during the fall of 2024 to six events by winter of 2025 and to nine events by the end of the 2024-2025 school year

Fall Update: 3 Events (Continue Monitoring)	Winter Update: 6 Events (Goal Met)	Spring Update 9 Events (Goal Met)
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### ***Martin SMART Goal***

- Increase teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement from 35% during the fall of 2024 to 50% by winter 2025 and to 75% by the end of the 2024-2025 school year

Fall Update: 35% (Continue Monitoring)	Winter Update: 50% (Goal Met)	Spring Update 65% (30% Increase; Continue Goal)
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- Increase student opportunities to share their thoughts on their school's learning environment from three events during the fall of 2024 to six events by winter of 2025 and to nine events by the end of the 2024-2025 school year

Fall Update: 3 Events (Continue Monitoring)	Winter Update: 6 Events (Goal Met)	Spring Update: 9 Events (Goal Met)
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### ***Thompson SMART Goal***

- Increase teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement from 28% during the fall of 2024 to 50% by winter 2025 and to 75% by the end of the 2024-2025 school year

Fall Update: 28% (Continue Monitoring)	Winter Update: 51% (Goal Met)	Spring Update 71% (43% Increase; Continue Goal)
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- Increase student opportunities to share their thoughts on their school's learning environment from three events during the fall of 2024 to six events by winter of 2025 and to nine events by the end of the 2024-2025 school year

Fall Update: 3 Events (Continue Monitoring)	Winter Update: 6 events (Goal Met)	Spring Update 9 events (Goal Met)
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**Competence and Caring Staff  
District-Wide Goal**

- Increase job-embedded, intense professional learning, as described within action steps, in response to needs prior to and during the 2024-2025 school year

Fall Update: Completed Summer Professional Learning Series with a Focus on Professional Learning Communities, Teacher Clarity, Trauma-Informed Practices, Reading Instruction, and Math Instruction (Continue Monitoring)	Winter Update: Completed Professional Learning Community Teacher Institute Days and Continuation of Coaching Cycle with a Focus on Math (Goal Met)	Spring Update: Completed Naglieri Training, Sonday, Touch Math, Professional Learning Community Building Level Sessions, LETRS training, Simplify Pilot Training, and Coaching Cycles.(Goal Met)
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**Community Engagement  
District-Wide Goal**

- Increase opportunities for stakeholder engagement through parent and community events and opportunities during the 2024-2025 school year

Fall Update: Distributed Community Newsletter, Distributed Assistant Superintendent Message With a Focus on the Updated Math Curriculum and Resources, Updated Superintendent Message for Website (Continue Monitoring)	Winter Update: Creation of District Dashboard, Student and Parent/Guardian Testimonials Are Posted On an Ongoing Basis, Leader in Me Family and Community Event is in Progress (Goal Met)	Spring Update: Updated District Dashboard, Student and Parent/Guardian Testimonials Are Posted On an Ongoing Basis, Leader in Me Family and Community Event
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**Maintaining Fiscal Stability  
District SMART Goal**

- Utilization of financial resources with a focus on teaching and learning needs as identified within the Multi-Year Teaching and Learning and Operations Plans

Fall Update: Purchased Resources in Alignment with the Teaching and Learning Plan, Held Initial Planning Meetings in the Areas of Building Physical Environment and Security Measures; Building, Space, and Life-Safety; Special Education; and Technology (Continue Monitoring)	Winter Update: The 10-Year HLS Survey Work was approved, with the assessment starting in the spring. Building for Special Education Take back identified (Thompson); Completed the identified safety and security measures. Completed resource purchases in areas of EL. Continued to meet with SEDOL regarding ongoing changes in the cooperative. Initiated conversation about the financial impact of any Special Education program changes. (Goal Me)	Spring Update: The 10-Year HLS Survey Work continues with the onsite visits during the week of Spring Break. Information will be compiled into the report and discussed with administration in June and presented to the Board during Summer 2025. Building for Special Education Take back identified (Thompson); Completed the identified safety and security measures. Completed resource purchases in areas of EL. Completed resource purchases in areas of EL. Meetings with SEDOL regarding ongoing changes in the cooperative have been postponed to Summer 2025. Identified cost and financial impact of LASSO Special Education program changes.
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# Aligning District and School Improvement Plans

Lake Villa Community Consolidated School District 41  
Hooper, Martin, Thompson, and Palombi Schools



**Part I: Mission, Vision, Motto, Beliefs, and Goals**

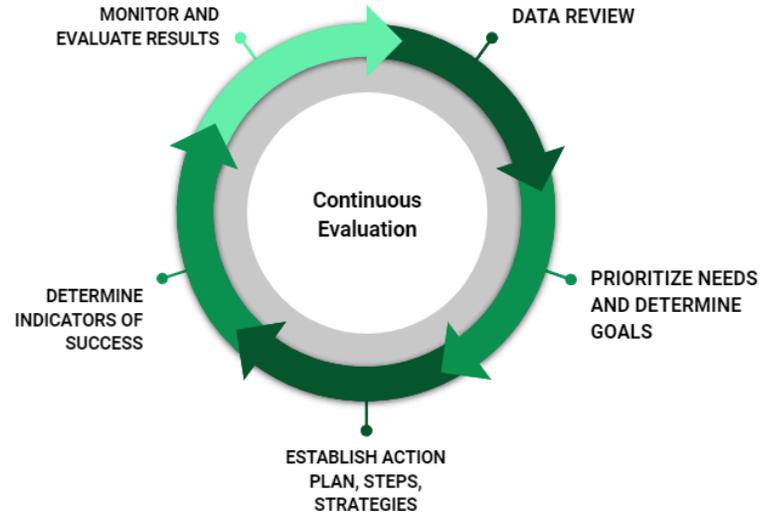
<i>Mission</i>	To achieve excellence by empowering and inspiring students to learn, lead, and serve.
<i>Vision</i>	All students will achieve excellence. All students are leaders. All stakeholders are actively engaged in education.
<i>Motto</i>	Achieving Excellence Takes Everyone
<i>Beliefs</i>	We serve each other with trust and value open communication among all stakeholders. We believe all learn in unique ways and can be successful. We deserve a safe and respectful environment where everyone working together will be challenged and encouraged.
<i>Goals</i>	<ul style="list-style-type: none"><li>→ Improve academic achievement for all students</li><li>→ Provide a safe, nurturing, and inviting learning environment</li><li>→ Enhance and retain a competent and caring staff</li><li>→ Actively engage our community in the life of the district</li><li>→ Maintain fiscal stability</li></ul>

**Part II: Building Leadership Team Members**

<b>Palombi Middle School Team Members</b>	<b>Hooper Elementary School Team Member</b>
<i>Angela Sisi, Principal</i>	<i>Steve Feldman, Principal</i>
<i>Kaitlin Koenig, Dean of Students</i>	<i>Annie Vinson, Lead Teacher</i>
<i>Julie Pozezinski, Dean of Student Services</i>	<i>Michelle DuBois, Kindergarten Teacher</i>
<i>Melissa Rhodes, Dean of Culture and Discipline</i>	<i>Jennifer Adkins, First Grade Teacher</i>
<i>Margaret Calabrese and Melissa Allen, Sixth Grade Teachers</i>	<i>Lauren Nash, Second Grade Teacher</i>
<i>Jennifer Kilmer and Lauren Hollandar, Seventh Grade Teacher</i>	<i>Alyssa Robinson, Third Grade Teacher</i>
<i>Emily Kaplan and Stephanie Home, Eighth Grade Teachers</i>	<i>Austin Alcozer, Fourth Grade Teacher</i>
<i>Cecilia Gama, Co-Curricular Teacher</i>	<i>Ann Dowden, Fifth Grade Teacher</i>
<i>Kate Milligan, Special Education Teacher</i>	<i>Angela Jones, Special Education Teacher</i>
<i>Morgan Chellin, Instructional Coach</i>	<i>Rachel Effa, PE Teacher</i>
	<i>Alyssa Kay, Instructional Coach</i>

<b>Martin Elementary School Team Members</b>	<b>Thompson Elementary School Team Member</b>
<i>Scott Klene, Principal</i>	<i>Traci Strieter, Principal</i>
<i>Wendy Loveless, Lead Teacher</i>	<i>Kathleen Blasius, Lead Teacher</i>
<i>Amber Vice Kindergarten Teacher</i>	<i>Michelle Lyon, Kindergarten Teacher</i>
<i>Amanda McCabe, First Grade Teacher</i>	<i>Mary Fran Monson, First Grade Teacher</i>
<i>Morgan Lyon, Second Grade Teacher</i>	<i>Toby Scavone, Second Grade Teacher</i>
<i>Keli Sylvester, Third Grade Teacher</i>	<i>Kristin Stokien, Third Grade Teacher</i>
<i>Kyra Adrian, Fourth Grade Teacher</i>	<i>Kristie Lewis, Fourth Grade Teacher</i>
<i>Jeannie Laughlin, Fifth Grade Teacher</i>	<i>Lori Brumm, Fifth Grade Teacher</i>
<i>Kim Weiser, Special Education Teacher</i>	<i>Joanne Becker, Special Education Teacher</i>
<i>Vanessa Larson, Bilingual Teacher-Second Grade</i>	<i>Sierra Jones, Music Teacher</i>
<i>Gina Kupfer, Instructional Coach</i>	<i>Jennifer Charlton, Instructional Coach</i>

**Part III: Data Analysis**



**Goal Update Key**

<b>Goal Accomplished</b>
<b>Goal Near Met</b>
<b>Continue Monitoring</b>
<b>Modify</b>
<b>Goal Not Met</b>
<b>Discontinued</b>

**Part IV: District Action Plan 2024-2025**

Goal 1: Improve Academic Achievements of All Students (Reading)		
Focus: English Language Arts (Academic)		
<b>District SMART Goal</b>		
→ Overall MAP RIT Growth (Reading): Increase Mean RIT from 185 Mean RIT during the fall of 2024 to 191 Mean RIT during the winter of 2025 and to 194 Mean RIT by the end of the 2024-2025 school year		
Fall Update: 185 Mean RIT (Continue Monitoring)	Winter Update: 193 Mean RIT (Goal Met)	Spring Update: 195 Mean RIT (Goal Met)
→ Overall MAP Growth (Reading): Maintain the percentage of students who met/exceeded the anticipated student growth percentile between 50% and above to close instructional gaps during the 2024-2025 school year		
Fall Update: 57% Met Spring Growth Target (Continue Monitoring)	Winter Update: 55% Met Winter Growth Target (Goal Met)	Spring Update: 52% Met Spring Growth Target (Goal Met)
→ Overall IAR (Reading): Increase the percentage of students who met/exceeded the anticipated student growth percentile from 43% to 45% during the 2024-2025 school year		
Fall Update: 43% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2024)
<b>District Subgroup SMART Goal</b>		
→ Special Education MAP RIT Growth (Reading): Increase Mean RIT from 176 Mean RIT during the fall of 2024 to 183 Mean RIT during the winter of 2025 and to 186 Mean RIT by the end of the 2024-2025 school year		
Fall Update: 176 Mean RIT (Continue Monitoring)	Winter Update: 183 Mean RIT (Goal Met)	Spring Update: 187 Mean RIT (Goal Met)
→ English Learners MAP RIT Growth (Reading): Increase Mean RIT from 181 Mean RIT during fall 2024 to 187 Mean RIT during the winter of 2025 and to 189 Mean RIT by the end of the 2024-2025 school year		
Fall Update: 181 Mean RIT (Continue Monitoring)	Winter Update: 187 Mean RIT (Goal Met)	Spring Update: 190 Mean RIT (Goal Met)

**Palombi SMART Goal**

→ Overall MAP RIT Growth (Reading): Increase Mean RIT from 213 Mean RIT during the fall of 2024 to 216 Mean RIT during the winter of 2025 and to 217 Mean RIT by the end of the 2024-2025 school year

Fall Update: 213 Mean RIT (Continue Monitoring)	Winter Update: 218 Mean RIT (Goal Met)	Spring Update: 217 Mean RIT (Goal Met)
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→ Overall IAR (Reading): Increase the percentage of students who met/exceeded the anticipated student growth percentile from 43% to 45% during the 2024-2025 school year

Fall Update: 43% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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**Hooper SMART Goal**

→ Overall MAP RIT Growth (Reading): Increase Mean RIT from 174 Mean RIT during the fall of 2024 to 182 Mean RIT during the winter of 2025 and to 185 Mean RIT by the end of the 2024-2025 school year

Fall Update: 174 Mean RIT (Continue Monitoring)	Winter Update: 183 Mean RIT (Goal Met)	Spring Update: 187 Mean RIT (Goal Met)
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→ Overall IAR (Reading): Increase the percentage of students who met/exceeded the anticipated student growth percentile from 31% to 43% during the 2024-2025 school year

Fall Update: 31% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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**Martin SMART Goal**

→ Overall MAP RIT Growth (Reading): Increase Mean RIT from 175 Mean RIT during the fall of 2024 to 183 Mean RIT during the winter of 2025 and to 185 Mean RIT by the end of the 2024-2025 school year

Fall Update: 175 Mean RIT (Continue Monitoring)	Winter Update: 184 Mean RIT (Goal Met)	Spring Update: 188 Mean RIT (Goal Met)
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→ Overall IAR (Reading): Maintain the percentage of students who met/exceeded the anticipated student growth percentile from 56% to a range of 45% to 55% during the 2024-2025 school year

Fall Update: 56% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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**Thompson SMART Goal**

→ Overall MAP RIT Growth (Reading): Increase Mean RIT from 179 Mean RIT during the fall of 2024 to 186 Mean RIT during the winter of 2025 and to 189 Mean RIT by the end of the 2024-2025 school year

Fall Update: 186 Mean RIT (Continue Monitoring)	Winter Update: 186 Mean RIT (Goal Met)	Spring Update: 191 Mean RIT (Goal Met)
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→ Overall IAR (Reading): Increase the percentage of students who met/exceeded the anticipated student growth percentile from 46% to 48% during the 2024-2025 school year

Fall Update: 46% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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**Action Plan: Improve Academic Achievements of All Students (Reading)**

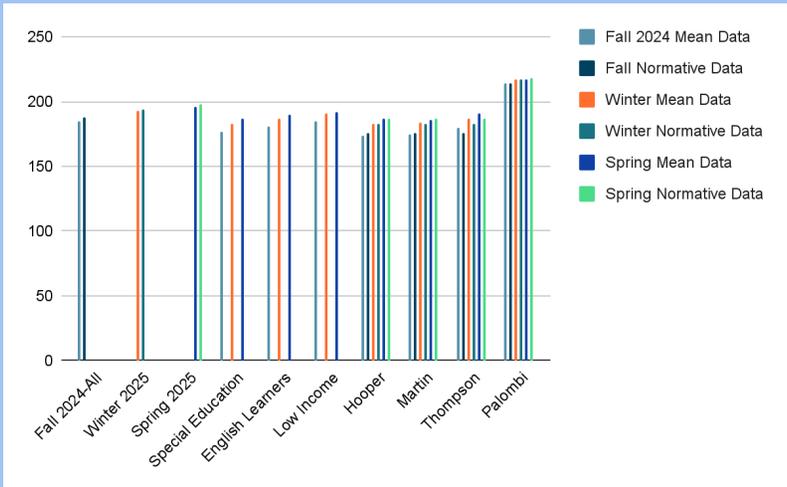
Focus Area	Action Steps	Timeframe	Evidence of Progress	Project Leaders Responsible for Implementation and Monitoring	Update
English Language Arts  Mission/LIM Alignment: Lead/Academics	Facilitate consistent use of pacing guide with priority standards by weekly aligned assessments	2024 - 2025 School Year	Increased Staff Expertise  Improved student performance outcomes in English Language Arts	Administrative Team and Instructional Coaches (Learning Support Coach)	Complete for Year, Continue into 2025-2026 School Year
	Continued Focus on Priority Standards, I Can Statements, Proficiency Scales, Evidence of Learning, and Teacher Clarity	2024 - 2025 School Year	Increased Staff Expertise  Improved student performance outcomes in English Language Arts	Administrative Team and Instructional Coaches (Learning Support Coach)	Complete
	Continued Implementation Coaching Cycles	2024 - 2025 School Year	Increased Staff Expertise  Improved student performance outcomes in English Language Arts	Administrative Team and Instructional Coaches (Learning Support Coach)	Complete for Year, Continue into 2025-2026 School Year

	Continued and Enhanced Implementation of Professional Learning Communities	2024 - 2025 School Year	Increased Staff Expertise  Improved student performance outcomes in English Language Arts	Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Complete for Year, Continue into 2025-2026 School Year
	Update English Language Arts Resources, as needed, with a Focus on Illinois Literacy Plan	2024 - 2027 School Year	Increased Staff Expertise  Improved student performance outcomes in English Language Arts	Improved student performance outcomes in English Language Arts, Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Complete for Year, Continue into 2025-2026 School Year
	Update English Language Arts Special Education Resources, In Alignment with the Illinois Literacy Plan	2024 - 2025 School Year	Increased Staff Expertise  Improved student performance in English Language Arts for Special Education Subgroup	Administrative Team Members (Director of Student Services, Special Education Coordinator, Principals)	Complete
	Update English Language Arts English Learner Resources, In Alignment with the Illinois Literacy Plan	2024 - 2025 School Year	Increased Staff Expertise  Improved student performance in English Language Arts for English Learner Subgroup	Administrative Team Members (Assistant Superintendent for Teaching and Learning, English Learner Coordinator, Principals, Deans)	Complete
	Continued Progress with Early Child Education PreKindergarten for All Program	2024 - 2025 School Year	Increased Staff Expertise  First Early Learning PLC in District  Improved student readiness for Kindergarten	Administrative Team Members (Director of Student Services, Special Education Coordinator, Principals)	Complete
	Preparation for Enrichment Program	2024 - 2025 School Year	Increased Staff Expertise  Improved student performance outcomes in English Language Arts	Improved student performance outcomes in English Language Arts, Full Administrative Team (Sup, Assistant Superintendent, Principals, Deans)	Complete for Year, Continue into 2025-2026 School Year
	<i>Evaluation</i> of Supplemental Resources in the Area of Special Education	2024 - 2026 School Years	Vendor Fair of ELA supplemental curricular tools completed	Director of Student Services,	Complete

			In process of BOE approval for SonDay Reading System  Improved student performance outcomes in English Language Arts		
	Continued Review of English Learner Program and Resources	2024 - 2025 School Year	Improved student performance outcomes for English Learners	Assistant Superintendent of Teaching and Learning, Bilingual Coordinator	Complete for Year, Continue into 2025-2026 School Year

**Supporting Data: Improve Academic Achievements of All Students (Reading)**

Measures of Academic Progress



## Goal 2: Improve Academic Achievements of All Students (Math)

Focus: Math (Academic)

### *District SMART Goal*

→ Overall MAP RIT Growth (Math): Increase Mean RIT from 188 Mean RIT during the fall of 2024 to 194 Mean RIT during the winter of 2025 and to 198 Mean RIT by the end of the 2024-2025 school year

Fall Update: 188 Mean RIT (Continue Monitoring)

Winter Update: 195 Mean RIT (Goal Met)

Spring Update: 200 Mean RIT (Goal Met)

→ Overall MAP Growth (Math): Maintain the percentage of students who met/exceeded the anticipated student growth percentile between 50% and above to close instructional gaps during the 2024-2025 school year

Fall Update: 53% Met Spring Growth Target (Continue Monitoring)

Winter Update: 52% Met Winter Growth Target (Goal Met)

Spring Update: 51% Met Spring Growth (Goal Met)

→ Overall IAR (Math): Maintain the percentage of students who met/exceeded the anticipated student growth percentile from 46% to a range of 45% to 55% during the 2024-2025 school year

Fall Update: 46% Met Growth Percentile (Continue Monitoring)

Winter Update (Data Available Fall of 2025)

Spring Update (Data Available Fall of 2025)

### *District Subgroup SMART Goal*

→ Special Education MAP RIT Growth (Math): Increase Mean RIT from 179 Mean RIT during the fall of 2024 to 185 Mean RIT during the winter of 2025 and to 189 Mean RIT by the end of the 2024-2025 school year

Fall Update: 179 Mean RIT (Continue Monitoring)

Winter Update: 185 Mean RIT (Goal Met)

Spring Update: 189 Mean RIT (Goal Met)

→ English Learners MAP RIT Growth (Math): Increase the Mean RIT from 183 Mean RIT during the fall of 2024 to 189 Mean RIT during the winter of 2025 and to 193 Mean RIT by the end of the 2024-2025 school year

Fall Update: 183 Mean RIT (Continue Monitoring)

Winter Update: 190 Mean RIT (Goal Met)

Spring Update: 194 Mean RIT (Goal Met)

### ***Palombi SMART Goal***

→ Overall MAP RIT Growth (Math): Increase the Mean RIT from 218 Mean RIT during the fall of 2024 to 222 Mean RIT during the winter of 2025 and to 224 Mean RIT by the end of the 2024-2025 school year

Fall Update: 218 Mean RIT (Continue Monitoring)	Winter Update: 222 Mean RIT (Goal Met)	Spring Update: 224 Mean RIT (Goal Met)
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→ Overall IAR (Math): Maintain the percentage of students who met/exceeded the anticipated student growth percentile from 49% to a range of 45% to 55% during the 2024-2025 school year

Fall Update: 49% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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### ***Hooper SMART Goal***

→ Overall MAP RIT Growth (Math): Increase the Mean RIT from 178 Mean RIT during the fall of 2024 to 185 Mean RIT during the winter of 2025 and to 190 Mean RIT by the end of the 2024-2025 school year

Fall Update: 178 Mean RIT (Continue Monitoring)	Winter Update: 186 Mean RIT (Goal Met)	Spring Update: 191 Mean RIT (Goal Met)
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→ Overall IAR (Math): Increase the percentage of students who met/exceeded the anticipated student growth percentile from 27% to 40% during the 2024-2025 school year

Fall Update: 27% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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### ***Martin SMART Goal***

→ Overall MAP RIT Growth (Math): Increase the Mean RIT from 176 Mean RIT during the fall of 2024 to 183 Mean RIT during the winter of 2025 and to 188 Mean RIT by the end of the 2024-2025 school year

Fall Update: 176 Mean RIT (Continue Monitoring)	Winter Update: 186 Mean RIT (Goal Met)	Spring Update: 191 Mean RIT (Goal Met)
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→ Overall IAR (Math): Maintain the percentage of students who met/exceeded the anticipated student growth percentile from 52% to a range of 45% to 55% during the 2024-2025 school year

Fall Update: 52% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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### **Thompson SMART Goal**

→ Overall MAP RIT Growth (Math): Increase the Mean RIT from 180 Mean RIT during the fall of 2024 to 188 Mean RIT during the winter of 2025 and to 192 Mean RIT by the end of the 2024-2025 school year

Fall Update: 180 Mean RIT (Continue Monitoring)	Winter Update: 188 Mean RIT (Goal Met)	Spring Update: 193 Mean RIT (Goal Met)
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→ Overall IAR (Math): Maintain the percentage of students who met/exceeded the anticipated student growth percentile from 49% to a range of 45% to 55% during the 2024-2025 school year

Fall Update: 49% Met Growth Percentile (Continue Monitoring)	Winter Update (Data Available Fall of 2025)	Spring Update (Data Available Fall of 2025)
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### **Action Plan: Improve Academic Achievements of All Students (Math)**

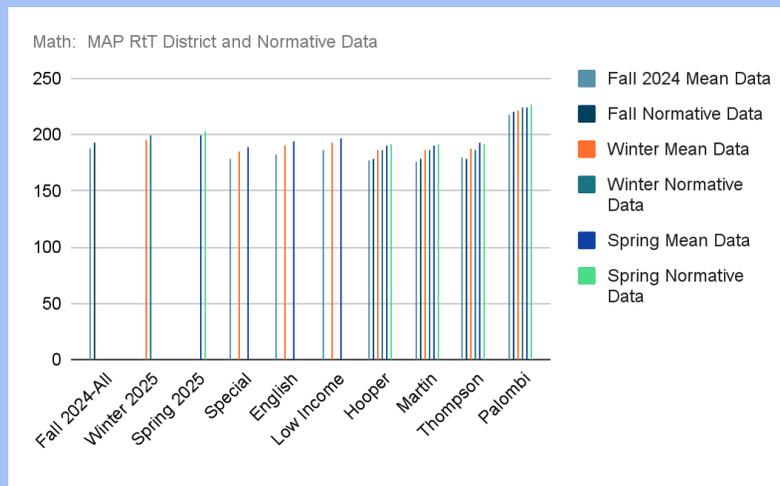
Focus Area	Action Steps	Timeframe	Evidence of Progress	Project Leaders Responsible for Implementation and Monitoring	Update
Math Programming Mission/LIM Alignment: Lead/Academics	Facilitate consistent use of pacing guide with priority standards by weekly aligned assessments.	2024 - 2025 School Year	Increased Staff Expertise  Improved student performance outcomes in English Language Arts	Administrative Team and Instructional Coaches (Learning Support Coach)	Complete for Year, Continue into 2025-2026 School Year
	Continued Focus on Priority Standards, I Can Statements, Proficiency Scales, Evidence of Learning, and Teacher Clarity	2024 - 2025 School Year	Increased Staff Expertise  Improved student performance outcomes in English Language Arts	Administrative Team and Instructional Coaches (Learning Support Coach)	Complete
	Continued Implementation Coaching Cycles	2024 - 2025 School Year	Increased Staff Expertise	Administrative Team and Instructional Coaches	Complete for Year, Continue into 2025-2026 School Year

			Improved student performance outcomes in English Language Arts	(Learning Support Coach)	
	Continued and Enhance Implementation of Professional Learning Communities	2024 - 2025 School Year	Increased Staff Expertise Improved student performance outcomes in English Language Arts	Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Complete for Year, Continue into 2025-2026 School Year
	Researched-Based Instructional Strategies as Per Newly Adopted Curriculum, Building Thinking Classrooms, and Math Talks	2024 - 2025 School Year	Increased Staff Expertise Improved student performance outcomes in English Language Arts	Improved student performance outcomes in Mathematics Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Complete
	Updated Mathematics Special Education Resource, Dreambox	2024 - 2025 School Year	Increased Staff Expertise All special education teachers trained in DreamBox  Board approval for TouchMath for K-5 Resource and K-8 Cross Categorical  Improved student performance in Math for Special Education Subgroup	Administrative Team Members (Director of Student Services, Special Education Coordinator, Principals)	Complete
	Continued Progress with Early Child Education PreKindergarten for All Program	2024 - 2025 School Year	Increased Staff Expertise Improved student readiness for Kindergarten  Full training and implementation of the Creative Curriculum  Full Training and Implementation of Teaching Strategies Gold Assessment	Administrative Team Members (Director of Student Services, Special Education Coordinator, Principals)	Complete
	Preparation for Enrichment Program	2024 - 2025 School Year	Increased Staff Expertise Improved student performance outcomes in English	Improved student performance outcomes in English Language Arts, Full Administrative Team (Sup,	Complete for Year, Continue into 2025-2026 School Year

			Language Arts	Assistant Superintendent, Principals, Deans)	
	<i>Evaluation</i> of Newly Adopted Supplemental Resources at the Middle School in the Area of Special Education	2024 - 2026 School Year	Improved student performance outcomes in English Language Arts	Director of Student Services, Middle School Instructional Coach	Completed 24-25 school year for DreamBox, continue for 25-26 for TouchMath evaluation
	Continued Review of English Learner Program and Resources	2024 - 2025 School Year	Improved student performance outcomes for English Learners	Assistant Superintendent of Teaching and Learning, Bilingual Coordinator	Complete for Year, Continue into 2025-2026 School Year

### Supporting Data: Improve Academic Achievements of All Students (Math)

#### Measures of Academic Progress



### Goal 3: Provide a Safe, Nurturing, and Inviting Learning Environment

Focus: To Improve Student Learning Environment (Serve)

#### ***District SMART Goal***

- Increase teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement from 26.95% during the fall of 2024 to 50% by winter of 2025 and to 75% by the end of the 2024-2025 school year

Fall Update: 26.95% (Continue Monitoring)

Winter Update: 51.5% (Goal Met)

Spring Update: 68.25% (41.3% Increase; Continue Goal)

- Increase student opportunities to share their thoughts on their school's learning environment from twelve events during the fall of 2024 to twenty-four events by winter of 2025 and to thirty-six events by the end of the 2024-2025 school year

Fall Update: 12 Events (Continue Monitoring)

Winter Update: 24 Events (Goal Met)

Spring Update: 36 Events (Goal Met)

#### ***Palombi SMART Goal***

- Increase teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement from 19.8% during the fall of 2024 to 50% by winter of 2025 and to 75% by the end of the 2024-2025 school year

Fall Update: 19.8% (Continue Monitoring)

Winter Update: 54.6% (Goal Met)

Spring Update 73% (53.2% Increase; Continue Goal)

- Increase student opportunities to share their thoughts on their school's learning environment from three events during the fall of 2024 to six events by winter of 2025 and to nine events by the end of the 2024-2025 school year

Fall Update: 3 Events (Continue Monitoring)

Winter Update: 6 events (Goal Met)

Spring Update: 9 events (Goal Met)

**Hooper SMART Goal**

→ Increase teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement from 25% during the fall of 2024 to 50% by winter 2025 and to 75% by the end of the 2024-2025 school year

Fall Update: 25% (Continue Monitoring)	Winter Update: 55% (Goal Met)	Spring Update 64% (39% Increase; Continue Goal)
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→ Increase student opportunities to share their thoughts on their school's learning environment from three events during the fall of 2024 to six events by winter of 2025 and to nine events by the end of the 2024-2025 school year

Fall Update: 3 Events (Continue Monitoring)	Winter Update: 6 Events (Goal Met)	Spring Update 9 Events (Goal Met)
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**Martin SMART Goal**

→ Increase teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement from 35% during the fall of 2024 to 50% by winter 2025 and to 75% by the end of the 2024-2025 school year

Fall Update: 35% (Continue Monitoring)	Winter Update: 50% (Goal Met)	Spring Update 65% (30% Increase; Continue Goal)
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→ Increase student opportunities to share their thoughts on their school's learning environment from three events during the fall of 2024 to six events by winter of 2025 and to nine events by the end of the 2024-2025 school year

Fall Update: 3 Events (Continue Monitoring)	Winter Update: 6 Events (Goal Met)	Spring Update: 9 Events (Goal Met)
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**Thompson SMART Goal**

→ Increase teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement from 28% during the fall of 2024 to 50% by winter 2025 and to 75% by the end of the 2024-2025 school year

Fall Update: 28% (Continue Monitoring)	Winter Update: 51% (Goal Met)	Spring Update 71% (43% Increase; Continue Goal)
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→ Increase student opportunities to share their thoughts on their school's learning environment from three events during the fall of 2024 to six events by winter of 2025 and to nine events by the end of the 2024-2025 school year

Fall Update: 3 Events (Continue Monitoring)	Winter Update: 6 events (Goal Met)	Spring Update 9 events (Goal Met)
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## Action Plan: Provide a Safe, Nurturing, and Inviting Learning Environment

Focus Area	Action Steps	Timeframe	Evidence of Progress	Persons Responsible for Implementation and Monitoring	Update
Provide Safe, Nurturing, and Inviting Learning Environment  Mission/LIM Alignment: Lead/Serve	Continued Focus on Student Engagement and Classroom Environment, Including Restorative Practices	2024 - 2026 School Year	Increased Staff Expertise  Improve the culture of climate of all schools	Dean of Culture and Discipline; Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Director of Personnel, Principals, Deans)	Complete for Year, Continue into 2025-2026 School Year
	Implementation of Teacher Clarity Practices, a Researched-Based Practice with High Proven Effect Size	2024 - 2025 School Year	Increased Staff Expertise  Improve the culture of climate of all schools	Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Complete
	Staff Education on the Topic of Trauma-Informed Practices	2024 - 2025 School Year	Increased Staff Expertise -Summer 2024 Trauma Training -Increased number of staff participating in CPI training  Improve the culture of climate of all schools	Dean of Culture and Discipline; Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Complete
	Implementation of Social-Emotional Learning Competencies	2024 - 2025 School Year	Increased Staff Expertise  Improve the culture of climate of all schools	Dean of Culture and Discipline; Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Complete for Year, Continue into 2025-2026 School Year
	Competencies Alignment to Leader in Me and English Language Arts	2024 - 2025 School Year	Increased Staff Expertise  Improve the culture of climate of all schools	Dean of Culture and Discipline; Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Continue Into Summer for 2025-2026 Implementation
	Implementation of Tiered Social-Emotional Supports	2024 - 2026 School Years	Increase Resources for Staff and Students	Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Complete - Pilot Has Begun
	Continued Building Physical Improvements with a Focus	2024-2025 School Year	Increased Security	Dean of Culture and Discipline; Full Administrative	Complete for Year, Continue into 2025-2026 School Year

	on Security Measures			Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	
	Create District 41 Student Testimonials for Social Media	2024 - 2025 School Year	Ongoing district-wide testimonials shared on social media	Building Principals and Deans	Complete

**Goal 4: Enhance and Retain a Competent and Caring Staff**

Focus: English Language Arts, Math, Learning Environment (Learn and Serve)

***District-Wide Goal***

→ Increase job-embedded, intense professional learning, as described within action steps, in response to needs prior to and during the 2024-2025 school year

Fall Update: Completed Summer Professional Learning Series with a Focus on Professional Learning Communities, Teacher Clarity, Trauma-Informed Practices, Reading Instruction, and Math Instruction (Continue Monitoring)

Winter Update: Completed Professional Learning Community Teacher Institute Days and Continuation of Coaching Cycle with a Focus on Math (Goal Met)

Spring Update: Completed Naglieri Training, Sonday, Touch Math, Professional Learning Community Building Level Sessions, LETRS training, Simplify Pilot Training, and Coaching Cycles.(Goal Met)

**Action Plan: Enhance and Retain a Competent and Caring Staff**

Focus Area	Action Steps	Timeframe	Evidence of Progress	Persons Responsible for Implementation and Monitoring	Update
Enhance and Retain a Competent and Caring Staff  Mission/LIM Alignment: LEAD/Academics/Leadership	Professional Learning Community Refresh of <i>Expectations and Preparation for Full Staff Professional Development</i>	2024 - 2025 School Year	Improved student performance outcomes in Math and English Language Arts	Administrative Team and Instructional Coaches (Learning Support Coach)	Complete
	Review and Live the District's Core Beliefs	2024 - 2025 School Year	Improves the culture and climate of all schools	Administrative Team	Complete
	Implementation of Teacher Clarity Practices, a Researched-Based Practice with High Proven Effect Size	2024 - 2025 School Year	Increased Staff Expertise  Increased student preparedness and availability to learn  Increased student achievement  Improves the culture of the climate of all schools	Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Complete
	Professional Learning Events	2024 - 2025 School Year	Increased Staff Expertise	Dean of Culture and	Complete

	in Areas of Restorative Practices, Success Criteria, Teacher Clarity Reading Fluency, LETRS, Building Thinking Classrooms, Instructional Strategies in English Language Arts and Math, and Trauma-Informed Practices Training		Increased student preparedness and availability to learn  Increased student achievement  Improves the culture of the climate of all schools	Discipline; Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	
	Implementation of Newly Adopted Math curriculum Illustrative Math Training Imagine Math Training Number Corner Training ALEKS Training Dreambox Math	2024 - 2025 School Year	Increase Staff Expertise  Increase student performance outcomes in Math	Administrative Team and Instructional Coaches	Complete
	Align Social-Emotional Learning Competencies and Integrate into ELA Scope and Sequence	2024 - 2025 School Year	Increased Staff Expertise  Improved the culture of the climate of all schools	Dean of Culture and Discipline; Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Complete for Year, Continue into 2025-2026 School Year
	Integration of Additional Social-Emotional Learning Supports (e.g., Tier II and III Interventions)	2024 -2025 School Year	Increased Staff Expertise -Monthly professional development for Psychologists and Social Workers  Improved the culture of the climate of all schools	Dean of Culture and Discipline; Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Complete for Year, Continue into 2025-2026 School Year
	Professional Learning in the Area of English Language Learners (e.g. IRC and ELLevation)	2024 - 2025 School Year	Increase staff expertise in reviewing English Language Learner data  Increase student achievement	Assistant Superintendent, EL Coordinator, Bilingual Coordinator, Principals, Deans, Instructional Coaches	Complete for Year, Continue into 2025-2026 School Year
	Enhanced Practices in Onboarding, Retaining, and Growing Staff Member Professionally	2024 - 2027 School Years	Preparedness for incoming staff  Fulfillment of job openings  Staff growth	Full Administrative Team (Sup, Assistant Superintendent, Director of Personnel, Director of Student Services, Principals, Deans)	Complete for Year, Continue into 2025-2026 School Year
	Continued Implementation Coaching Cycles	2024 - 2025 School Year	Increased Staff Expertise  Improved student performance	Administrative Team and Instructional Coaches (Learning Support Coach)	Complete for Year, Continue into 2025-2026 School Year

			outcomes in English Language Arts		
	Professional Learning Alignment for Administrators in the Areas of Special Education, Multi-Tiered Systems of Support, Instructional Strategies, Collective Efficacy, and School Environments	2024 -2025 School Year	Increased Staff Expertise  Improved student performance outcomes in English Language Arts	Administrative Team	Complete for Year, Continue into 2025-2026 School Year

## Goal 5: Engage the Community in the Life of the School District

Focus: Community Engagement (Leadership)

### *District-Wide Goal*

→ Increase opportunities for stakeholder engagement through parent and community events and opportunities during the 2024-2025 school year

Fall Update: Distributed Community Newsletter, Distributed Assistant Superintendent Message With a Focus on the Updated Math Curriculum and Resources, Updated Superintendent Message for Website (Continue Monitoring)

Winter Update: Creation of District Dashboard, Student and Parent/Guardian Testimonials Are Posted On an Ongoing Basis, Leader in Me Family and Community Event is in Progress (Goal Met)

Spring Update: Updated District Dashboard, Student and Parent/Guardian Testimonials Are Posted On an Ongoing Basis, Leader in Me Family and Community Event

## Action Plan: Engage the Community in the Life of the School District

Focus Area	Action Steps	Timeframe	Evidence of Progress	Project Leaders Responsible for Implementation and Monitoring	Update
Engage the Community in the Life of the School District  Mission/LIM Alignment: LEAD/Academics/Leadership	Distribution of Community-Wide Newsletter	August 2024	Completion of community newsletter with a focus on progress made in 2023-2024	Superintendent and Board of Education	Complete
	Distribution of Assistant Superintendent Message With a Focus on the Updated Math Curriculum and Resources	August 2024	Completion and distribution of messages from the assistant superintendent	Assistant Superintendent of Teaching and Learning	Complete
	Update Superintendent Message for Website	September 2024	Completion and posted an updated message from the superintendent	Superintendent	Complete
	Create District 41 Parent Testimonials for Social Media	2024 - 2025 School Year	Ongoing district-wide testimonials shared on social media	Building Principals and Deans	Complete
	Implementation of Parent/Community Committees: Wellness, Bullying, Mental Health	2024 - 2025 School Year	Participation and input into committee work	Committee Facilitators	Complete

	Implementation of a Leader in Me Community Event	Spring 2025 School Year	To create opportunities for community members and leaders to be engaged in the life of the district	Full Administrative Team (Sup, Assistant Superintendent, Director of Student Services, Principals, Deans)	Complete
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## Goal 6: Maintain Financial Stability

Focus: Financial Stability (Serve)

### District SMART Goal

→ Utilization of financial resources with a focus on teaching and learning needs as identified within the Multi-Year Teaching and Learning and Operations Plans

Fall Update: Purchased Resources in Alignment with the Teaching and Learning Plan, Held Initial Planning Meetings in the Areas of Building Physical Environment and Security Measures; Building, Space, and Life-Safety; Special Education; and Technology (Continue Monitoring)

Winter Update:  
The 10-Year HLS Survey Work was approved, with the assessment starting in the spring. Building for Special Education Take back identified (Thompson); Completed the identified safety and security measures. Completed resource purchases in areas of EL. Continued to meet with SEDOL regarding ongoing changes in the cooperative. Initiated conversation about the financial impact of any Special Education program changes. (Goal Me)

Spring Update:  
The 10-Year HLS Survey Work continues with the onsite visits during the week of Spring Break. Information will be compiled into the report and discussed with administration in June and presented to the Board during Summer 2025. Building for Special Education Take back identified (Thompson); Completed the identified safety and security measures. Completed resource purchases in areas of EL. Completed resource purchases in areas of EL. Meetings with SEDOL regarding ongoing changes in the cooperative have been postponed to Summer 2025. Identified cost and financial impact of LASSO Special Education program changes.

## Action Plan: Maintain Financial Stability

Focus Area	Action Steps	Timeframe	Evidence of Progress	Project Leaders Responsible for Implementation and Monitoring	Update
Optimizing Resources to Support Teaching, Learning Needs, and a Positive and Safe Learning Environment	Allocation of Resources, including Evidence-Based Funding	2024 - 2025 School Year	Financial Documents	Superintendent, Chief Financial Business Officer, Assistant Superintendent, Director of Student Services	Complete
	Purchase Remaining Resources in Alignment with the Teaching and Learning Plan	2024 - 2026 School Years	Financial Documents	Superintendent, Chief Financial Business Officer, Assistant Superintendent, Director of Student Services	Complete for Year, Continue into 2025-2026 School Year
	Project Planning and Purchases for Building Physical Improvements with a Focus on Security Measures	2024 - 2025 School Year	Financial Documents	Superintendent, Chief Financial Business Officer, Assistant Superintendent,	Complete

				Director of Facilities and Security	
	Project Planning and Preparation in the Area of Buildings, Space, and Life-Safety Projects	2024 - 2025 School Year	Financial Documents	Superintendent, Chief Financial Business Officer, Assistant Superintendent, Director of Facilities and Security	Complete
	Project Planning and Preparation in the Area of Special Education Programs: Space, Internal Operations, Financial Impact	2024 - 2025 School Year	Financial Documents	Superintendent, Chief Financial Business Officer, Director of Student Services, Director of Facilities and Security	Complete
	Project Planning and Preparation in the Area of Technology, Including Financial Impact	2024 - 2025 School Year	Financial Documents	Superintendent, Chief Financial Business Officer, Assistant Superintendent, Director of Technology	Complete for Year, Continue into 2025-2026 School Year

## Part IV: Mid-Year Reflection

### Mid-Year Summary of Data Analysis

#### **District-Wide**

##### Math

- RIT target data point, growth targets for the district have been met/exceeded
- Overall, District 41 continues to outpace the national average growth

##### Reading

- RIT target data point, growth targets for the district have been met/exceeded
- Overall, District 41 continues to outpace the national average growth

##### Learning Environment

- Increased/exceeded teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement goal
- Met student opportunities to share their thoughts on their school's learning environment through student testimonials goal

##### Competent and Caring Staff

- District 41 is on track for all scheduled professional learning opportunities for this year and into next fall
- Professional Learning has focused on English Language Arts, Math, and Professional Learning Communities

##### Community Engagement

- District 41 stakeholder letter was released
- Updated website with district data dashboard, updated superintendent video, and progress visuals
- District 41 continues to focus on community engagement, including the use of student and parent testimonials
- District 41 is preparing for a community-wide leadership event this spring

##### Fiscal Stability

- The 10-Year HLS Survey Work was approved, with the assessment starting in the spring
- Completed the identified safety and security measures
- Completed resource purchases in areas of English Learners
- Initiated conversation about the financial impact of any Special Education program changes

#### **Hooper:**

##### Math

- Hooper School exceeded its anticipated student growth on MAP from fall to winter

##### Reading

- 55% of Hooper met their target growth on MAP from fall to winter

- 62% of 3rd graders met their target growth on MAP from fall to winter

#### Learning Environment

- Students continue to be engaged in the classroom
- Increase in clarity, success criteria, and learning intention communication
- 4th and 5th-grade teachers continue to work with the Regional Office of Education to prepare for IAR

#### Competent and Caring Staff

- Instructional coach continue to hold coaching cycle with grade levels and individual staff members
- Held winter data digs with each grade level as well as interventionists and cross-categorical teachers

#### Community Engagement

- Hooper Parent Advisory Committee
- Monthly newsletters
- Facebook posts
- Updated website with pictures
- PTO activities

### **Martin:**

#### Math

- 83% of the grade levels were able to exceed their winter Mean RIT growth goal from fall to winter
- 83% of the grade levels were able to exceed their winter goal of 50% of students meeting their target growth from fall to winter
- 88% of students' RIT scores grew from fall to winter

#### Reading

- 100% of the grade levels were able to exceed their winter Mean RIT growth goal from fall to winter
- 83% of the grade levels were able to exceed their winter goal of 50% of students meeting their target growth from fall to winter

#### Learning Environment

- Increase in student engagement
- Increase in clarity, success criteria, and learning intention communication

#### Competent and Caring Staff

- Instructional Coaching cycles continue
- Book Study with Instructional Coach
- Winter Data Dig reflections for K-5 grade levels, including service providers, to reflect on growth/challenges/next steps for students not making anticipated growth

### Community Engagement

- Consistent social media presence on Twitter, Facebook, and building/district news feed
- Monthly parent testimonials on websites
- Monthly PTO sponsored activities
- Weekly PTO volunteer opportunities in classrooms as well as during lunch for item sales

### **Thompson:**

#### Math

- RIT Growth Target met from fall to winter

#### Reading

- RIT Growth Target met from fall to winter

#### Learning Environment

- Student engagement has increased
- Teachers facilitating cooperative learning environments

#### Competent and Caring Staff

- Instructional Coaching cycles continue
- Book Study with Instructional Coach

#### Community Engagement

- Community Engagement continues to increase with the incorporation of the following events: Family Fun Nights, Pancake Breakfast, Bernie's Book Drive, Community Clothing Drives, Shop with a Cop, etc.

### **Palombi:**

#### Math

- RIT growth targets for all grade levels have been met on MAP from fall to winter

#### Reading

- RIT growth targets for all grade levels have been exceeded on MAP from fall to winter
- Spring RIT growth targets have been met on MAP from fall to winter
- Palombi outpaced the Norm set by NWEA MAP from fall to winter

#### Learning Environment

- More classrooms are set up for cooperative and collaborative activities
- Teachers are facilitators of student learning

#### Competent and Caring Staff

- Teachers are participating in instructional cycles with the instructional coach

- Teachers started a book study with the Instructional Coach

#### Community Engagement

- 'Leaders Who Brunch' has helped bring community members into Palombi
- Parent testimonials have shown evidence of a strong partnership between Palombi and parents

### Mid-Year Celebrations

#### **District-Wide:**

##### Math

- RIT target data points for individual schools were at or above national average
- Overall, District 41 continues to outpace the national average growth
- Increased clarity, ownership, and accountability for all
- Increased understanding and application of standards-aligned teaching and learning
- Increased expectations for professional learning communities
- Increased focus on priority and supporting standards, proficiency scales, phonics instruction, and Math Talks/Building Thinking Classrooms

##### Reading

- RIT target data points for individual schools were at or above national average
- Overall, District 41 continues to outpace the national average growth
- Increased clarity, ownership, and accountability for all
- Increased understanding and application of standards-aligned teaching and learning
- Increased expectations for professional learning communities
- Increased focus on priority and supporting standards, proficiency scales, phonics instruction, and Math Talks/Building Thinking Classrooms

##### Learning Environment

- Increased/exceeded teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement goal
- Met student opportunities to share their thoughts on their school's learning environment through student testimonials goal

##### Competent and Caring Staff

- Completed Professional Learning Community Teacher Institute Days and Continuation of Coaching Cycle with a Focus on Math

### Community Engagement

- District 41 stakeholder letter was released
- Updated website with district data dashboard, updated superintendent video, and progress visuals
- District 41 continues to focus on community engagement, including the use of student and parent testimonials
- District 41 is preparing for a community-wide leadership event this spring

### Fiscal Stability

- The 10-Year HLS Survey Work was approved, with the assessment starting in the spring
- Completed the identified safety and security measures
- Completed resource purchases in areas of English Learners
- Initiated conversation about the financial impact of any Special Education program changes

### **Hooper:**

#### Math

- Student RIT data increased by 7 points on MAP from fall to winter
- 60% of kindergarten students met their target growth on MAP from fall to winter
- 67% of 3rd-grade students met their target growth on MAP from fall to winter

#### Reading

- Student RIT data increased 8 points on MAP from fall to winter
- 60% of 2nd-grade students met their target growth on MAP from fall to winter

#### Learning Environment

- Student engagement has increased, based on classroom observation and teacher feedback
- Staff continue to participate in coaching cycles
- Completion of winter Data Digs
- Opportunity to observe and collaborate with other grade-level teams

#### Competent and Caring Staff

- Teacher shout-outs
- Service learning opportunities
- Social Committee
- IPS meetings

#### Community Engagement

- Feed My Starving Children
- Pancake Breakfast
- Hooper Parent Advisory Committee(HPAC)

**Martin:**Math

- Awarded the 2024 Leader in Me Academic Honor Roll for academic growth on state IAR assessment
- Exceeded fall to winter MAP Mean RIT building goal by 1.72 RIT points
- 56.5% of students met their individual growth targets K-5 on MAP from fall to winter

Reading

- Awarded the 2024 Leader in Me Academic Honor Roll for academic growth on state IAR assessment
- Exceeded fall to winter MAP Mean RIT building goal by 1.87 RIT points
- 57% of students met their individual growth targets K-5 on MAP from fall to winter

Learning Environment

- Student engagement has increased, based on classroom observations and teacher feedback

Competent and Caring Staff

- Teacher shout-outs
- Service learning opportunities
- Social Committee
- MTSS weekly meetings

Community Engagement

- Monthly Family Fun Nights
- Pancake Breakfast
- Community Clothing Drive (Coats, hats, gloves)
- Service learning collaboration with Victory Lakes Memory Care
- Shop with a Cop (Lake Villa PD)

**Thompson:**Math

- Student RIT Data increased by 8 points on MAP from fall to winter

Reading

- Student RIT Data increased by 7 points on MAP from fall to winter

Learning Environment

- Teacher implementation of engaging activities has increased
- Student engagement has increased, based on classroom observations and teacher feedback

### Competent and Caring Staff

- Putting our students and families first and helping out families in need

### Community Engagement

- Family Fun Nights
- Pancake Breakfast
- Bernie's Book Drive
- Community Clothing Drive ( Coats, hats, gloves)
- Shop with a Cop (Lake Villa PD)

### **Palombi:**

#### Math

- All three grade levels met their winter goal on MAP
- Teacher efficacy with Illustrative Math is improving
- Student efficacy with Illustrative Math is positive

#### Reading

- All three grade levels met their winter goal on MAP
- 7th and 8th grade beat their SPRING goal in MAP
- Palombi EXCEEDED its SPRING goal in MAP
- All three grade levels EXCEEDED the norm established by NWEA MAP

#### Learning Environment

- Teachers have Learning Intentions and Success Criteria posted in classrooms
- Teacher implementation of engaging activities has increased
- Student engagement has increased, based on classroom observations and teacher feedback

### Competent and Caring Staff

- The school culture at Palombi has improved
- The staff focuses on the whole student, contacting administration and SEL professionals when concerns arise

### Community Engagement

- 'Leaders Who Brunch' has been successfully implemented monthly
- Partnership with LVPD to help support students with positive role models (parent permission granted prior to interaction)

## Mid-Year Areas for Growth

### **District-Wide:**

#### Math

- 4th and 5th grade student growth in the areas of math on the MAP assessment
  - Targeted coaching cycles with a focus on instructional strategies, proficiency scales, and using data to drive instruction

#### Reading

- Subgroup areas, including Special Education, English Learners, and Low Income, in the area of reading on the MAP assessment
  - Increased and updated instructional resources for subgroups
- 4th and 5th grade student growth district-wide in the areas of reading on the MAP assessment
  - Focus on instructional strategies, proficiency scales, and using data to drive instruction

#### Learning Environment

- Continued growth with teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement

#### Competent and Caring Staff

- Consistent Professional Learning Communities practices and impact on student achievement

#### Community Engagement

- Implementation of community-wide Leader in Me event
- Continue with student and parent testimonials

#### Fiscal Stability

- Monitor our Return on Investment with the Multi-Year Teaching and Learning Plan

### **Hooper:**

#### Math

- 5th grade did not meet their RIT score by 2 points on MAP from fall to winter
- Improve the percentage of 4th-grade students to meet their target growth on MAP

#### Reading

- Improve 5th grades RIT on MAP from winter to spring
- Monitor subgroups (English Learners and Children With Disabilities)
- Continue to monitor Tier III students and dismiss students, as needed

#### Learning Environment

- Students and staff are acclimating to the new curriculum

### Competent and Caring Staff

- Maximize the time with students

### Community Engagement

- Frontload parents with information about upcoming events
- Report to staff the work of the Leader in Me Action Teams

### **Martin:**

#### Math

- 5th-grade math growth on MAP from fall to winter was -1.3 from winter goal
- Improve the percentage of 5th-grade students to met their target growth on MAP

#### Reading

- Decrease the number of students qualifying for Tier III services
- Monitoring of subgroups (English Learners and Children With Disabilities)

#### Learning Environment

- Time for scheduling coaching cycles with grade levels (individual vs. team)
- Create time for Tier II interventions in the classroom

### Competent and Caring Staff

- Curriculum training in advance of implementation
- Continue to strengthen PLC teams and MTSS process
- Maximize student engagement
- Encourage continued professional development

### Community Engagement

- Parent partnership in Leader in Me
- Academic involvement
- Communication of Standards-Based Grading for the Fall of 2025

### **Thompson:**

#### Math

- Increase in 4th grade percentage of target growth on MAP from winter to spring
- Increase in 5th grade percentage of target growth on MAP from winter to spring

#### Reading

- Increase in 4th grade percentage of target growth on MAP from winter to spring
- Increase in 5th grade percentage of target growth on MAP from winter to spring

### Learning Environment

- Continue Instructional Coaching cycles with grade levels
- Continue to monitor and improve Tier II instruction

### Competent and Caring Staff

- Continue to strengthen PLC teams and MTSS process
- Maximize student engagement
- Encourage continued professional development

### Community Engagement

- Continue with student and parent testimonials
- Continue LIM Community Events and Collaborations

## **Palombi:**

### Math

- Continue with action steps and implement small group instruction for Tier II students
- Implement more progress monitoring of Tier II and Tier III students
- Continue to work with teachers on the comfort of spiraling skills versus mastery on first instruction

### Reading

- Continue with action steps and implement small group instruction for Tier II students
- Implement more progress monitoring of Tier II and Tier III students

### Learning Environment

- Incorporate more cooperative learning activities
- Provide ongoing cycles with the Instructional Coach for small-group instruction
- Increase cycles with the coach to help teachers increase student engagement

### Competent and Caring Staff

- Continue monthly birthday celebrations to show support and care for each other
- Increase staff action team activities
- Encourage ongoing learning through professional development opportunities and furthering education

### Community Engagement

- Expand 'Leaders Who Brunch' for a wider breadth of community representation
- Invite more community members in for tours and volunteering

## **Part V: End-of-Year Reflection**

### End-of-Year Summary of Data Analysis

#### **District-Wide**

##### Math

- Overall, we did not experience an 'implementation dip' in math performance in the first year of implementation of our math program.
- Both the elementary schools and the district as a whole exceeded their student target growth goals.
- Overall, the district continues to outpace national averages in student growth, leading to the closing of a learning gap.
- Palombi showed an increase in Mean RIT data from the prior school year.
- Thompson performed above national norms.
- District-wide low-income and English Learner goals were exceeded.
- District-wide Special Education is an identified area of improvement in the area of math, which will be done through continuous monitoring with the newly adopted resources, DreamBox and Touchmath.

##### Reading

- Overall, performance is at national norms, with Martin and Palombi one point below.
- Thompson remains above national norms.
- The district continues to outpace national student growth, leading to the closing of a learning gap.
- The elementary schools and overall performance are exceeding student target growth goals.
- Hooper and Thompson English Learners experienced accelerated growth in comparison to last year.
- Hooper Low Income students experienced accelerated growth in comparison to last year.
- The district-wide English Learner and Special Education goals were met.
- The district-wide low-income is an area of identified improvement in reading.

##### Learning Environment

- Increased teacher clarity by 41.3%, a research-based approach proven to have a significant impact on student learning, motivation, and engagement.
- Met students opportunities to share their thoughts on their school's learning environment through student testimonials.

##### Competent and Caring Staff

- District 41 completed all scheduled professional learning opportunities for this year and is prepared for opportunities into next fall.
- Professional Learning has focused on English Language Arts, Math, and Professional Learning Communities.

##### Community Engagement

- The reinstatement of a District 41 stakeholder letter was released.

- The district website's data dashboard, superintendent video, and progress visuals were created or enhanced.
- District 41 continues to focus on community engagement, including student and parent testimonials.
- District 41 completed a community-wide leadership event in the spring.

#### Fiscal Stability

- The 10-Year HLS Survey Work was approved, with the assessment starting in the spring.
- District 41 completed the identified safety and security measures.
- District 41 completed resource purchases in areas of Special Education English Learners.
- District 41 determined location of and financial impact of any Special Education program changes.

#### **Palombi**

##### Math

- Continue with action steps and implement small group instruction for Tier II students
- Implement more progress monitoring of Tier II and Tier III students
- Continue to work with teachers on the comfort of spiraling skills versus mastery on first instruction
- Create a system for progress monitoring and documentation for Tier II and Tier III students.
- 7th grade exceeded their math goal
- 8th grade met their math goal

##### Reading

- Continue with action steps and implement small group instruction for Tier II students
- Implement more progress monitoring of Tier II and Tier III students
- Create a system for progress monitoring and documentation for Tier II and Tier III students.
- 7th grade exceeded their reading goal
- 8th grade met their math goal

##### Learning Environment

- Increased teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement goal
- Focused on clarification of success criteria
- Provided student opportunities to share their thoughts on their school's learning environment through student testimonials
- Provided parents an avenue to share their thoughts and advice with other parents through social media

##### Competent and Caring Staff

- Continue monthly birthday celebrations to show support and care for each other
- Increase staff action team activities
- Encourage ongoing learning through professional development opportunities and furthering education

- Celebrate milestones during the year and at the end of the year
- Increase staff outings

#### Community Engagement

- Expanded 'Leaders Who Brunch' for a wider breadth of community representation
- Invite more community members in for tours and volunteering
- Started the Palombi Parent Panel to inform and increase parent involvement and partnership.

### **Hooper**

#### Math

- 100% of all kindergarten students grew from fall to spring
- Kindergarten through 3rd grade exceeded their grade level goals
- 69% of 1st graders met their target growth

#### Reading

- Five out of the six grade levels exceeded their grade level goals
- 74% of 2nd graders met target growth

#### Learning Environment

- Student opportunities to share their thoughts on their school's learning environment through student testimonials
- Increased teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement goal
- PLC+ (Dave Nagel) supported educators in crafting student-friendly learning intentions and success criteria for grades Early Childhood through 5th grades

#### Competent and Caring Staff

- Continue to strengthen Professional Learning Community teams and Multi-Tiered Systems of Support process
- Maximize time with students
- Celebrate milestones during the year and at the end of the year
- Increase staff outings

#### Community Engagement

- Frontload parents with information about upcoming events
- Continue with Hooper Parent Advisory Committee
- Work with Parent Teacher Organization to keep families engaged in fun activities
- Use of Facebook to celebrate Hooper
- 5th grade leaders presented at Board of Education meeting
- Parents were invited to answer questions about Hooper and results were on Facebook and in the newsletter

## **Martin**

### Math

- 78% of Kindergarten students met their growth target
- Exceeded the Spring MAP Mean RIT building goal by 2.53 RIT points
- 53% of students met their individual growth targets K-5 on MAP from Fall to Spring
- 67% of K-5 grade levels exceeded Spring RIT goals by an average of 4.075 RIT points and a building mean RIT of 191.37

### Reading

- 73% of Kindergarten students met their growth target
- Exceeded the Spring MAP Mean RIT building goal by .76 RIT points
- 54% of students met their individual growth targets K-5 on MAP from Fall to Spring
- 44% of Kindergarten students are at/above the 70%tile
- 67% of K-5 grade levels exceeded Spring RIT goals by an average of 4.8 RIT points and a building mean RIT of 186.27+

### Learning Environment

- Increased teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement goal.
- PLC+ (Dave Nagel) supported educators in crafting student-friendly learning intentions and success criteria for grades Early Childhood through 5th grades
- Creation of opportunities to share thoughts on the learning environment through student and parent testimonials
- Creation of consistent discipline continuum (including visuals)

### Competent and Caring Staff

- Continued implementation of coaching cycles based upon grade level needs (Data Digs)
- Professional Development by Instructional coach

### Community Engagement

- Established Parent Advisory Council
- Community volunteer acknowledgement

## **Thompson**

### Math

- 67% of K-5 grade levels exceeded Spring RIT goals by an average of 6.2 RIT points and a building mean RIT of 193.4+
- 72% of Kindergarten students met their growth target
- 67% of 1st Grade students met their growth target
- Exceeded the Spring MAP Mean RIT building goal by 1.4 RIT points

- 51% of students met their individual growth targets K-5 on MAP from Fall to Spring

#### Reading

- 100% of K-5 grade levels exceeded Spring RIT goals by an average of 3.58 RIT points and a building mean RIT of 191.23
- 62% of Kindergarten students met their growth target
- 67% of 1st Grade students met their growth target
- Exceeded the Spring MAP Mean RIT building goal by 2.23 RIT points
- 56% of students met their individual growth targets K-5 on MAP from Fall to Spring

#### Learning Environment

- Increased teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement goals.
- PLC+ (Dave Nagel) supported educators in crafting student-friendly learning intentions and success criteria for grades EC-5
- Creation of opportunities to share thoughts on the learning environment through student and parent testimonials
- Creation of consistent discipline continuum (including visuals)

#### Competent and Caring Staff

- Continued implementation of coaching cycles based upon grade level needs (Data Digs)
- Professional Development by instructional coach included continuous Illustrative Math professional development and a “Shifting the Balance” book study.

#### Community Engagement

- Established Parent Advisory Council

### End-Of-Year Celebrations

#### **District-Wide**

##### Math

- Overall, there was not an ‘implementation dip’ in math performance.
- Both the elementary schools and the district as a whole exceeded their student target growth goals.
- Overall, the district continues to outpace national averages in student growth.
- Palombi showed an increase in Mean RIT data from prior school year.
- Thompson performed above national norms.
- The district-wide low-income and English Learner goals were exceeded.

##### Reading

- Overall, performance is at national norms, with Martin and Palombi one point below.

- Thompson remains above national norms.
- The district continues to outpace national student growth.
- The elementary schools and overall performance are exceeding student target growth goals.
- Hooper's and Thompson's English Learners experienced accelerated growth in comparison to last year.
- Hooper's low-income students experienced accelerated growth in comparison to last year.
- District-wide English Learner and Special Education goals were met.

#### Learning Environment

- Increased teacher clarity by 41.3%, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement goal
- Met student opportunities to share their thoughts on their school's learning environment through student testimonials goal

#### Competent and Caring Staff

- Completed Professional Learning Community Teacher Institute Days and Continuation of Coaching Cycle with a Focus on Math

#### Community Engagement

- District 41 stakeholder letter was released
- Updated website with district data dashboard, updated superintendent video, and progress visuals
- District 41 continues to focus on community engagement, including the use of student and parent testimonials
- District 41 completed a community-wide leadership event this spring

#### Fiscal Stability

- The 10-Year HLS Survey Work was approved, with the assessment starting in the spring
- Completed the identified safety and security measures
- Completed resource purchases in areas of English Learners
- Determined location for and financial impact of any Special Education program changes

### **Palombi**

#### Math

- Palombi met the school math goal
- 7th grade exceeded the math goal
- 8th grade met the math goal

#### Reading

- Palombi met the school reading goal
- 7th grade exceeded the reading goal
- 8th grade met the reading goal

### Learning Environment

- Increased teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement goal.
- Focused on clarification of success criteria
- Provided student opportunities to share their thoughts on their school's learning environment through student testimonials
- Provided parents an avenue to share their thoughts and advice with other parents through social media
- Bryan Henley awarded Lake County Teacher of the Year

### Competent and Caring Staff

- Continue monthly birthday celebrations to show support and care for each other
- Increase staff action team activities
- Encourage ongoing learning through professional development opportunities and furthering education
- Celebrate milestones during the year and at the end of the year
- Increase staff outings
- Bryan Henley awarded Lake County Teacher of the Year

### Community Engagement

- Successfully expanded the Leaders Who Brunch program
- Sent multiple surveys to families for feedback
- Started the Palombi Parent Panel
- Districtwide Leader In Me event

## **Hooper**

### Math

- 100% of all kindergarten students grew from fall to spring
- Kindergarten through 3rd grade exceeded their grade level goals
- 69% of 1st graders met their target growth
- English Learner scored 3 points higher from prior year on MAP
- 44% of 1st graders were at the 70% or higher in MAP

### Reading

- Five out of the six grade level exceeded their goal for spring data in MAP
- 74% of 2nd grade students met their growth target
- 68% of 3rd grade students met their growth target
- Special Education students scored 15 points higher from prior year on MAP
- 40% of 3rd graders were at the 70% or higher in MAP

### Learning Environment

- Increased/exceeded teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement goal
- Met student opportunities to share their thoughts on their school's learning environment through student testimonials goal

### Competent and Caring Staff

- DEAL Day (Drop Everything And Lead) once a month
- Coaching cycles for all grade levels

### Community Engagement

- Positive relationship with the PTO and several successful evening events
- Had three Hooper Parent Advisory Committee meetings throughout the year talking about several important topics to make Hooper even stronger in the coming years
- District-wide Leader in Me event
- Monthly newsletters to community

## **Martin**

### Math

- 78% of Kindergarten students met their growth target
- Exceeded the Spring MAP Mean RIT building goal by 2.53 RIT points
- 53% of students met their individual growth targets K-5 on MAP from Fall to Spring

### Reading

- 73% of Kindergarten students met their growth target
- Exceeded the Spring MAP Mean RIT building goal by .76 RIT points
- 54% of students met their individual growth targets K-5 on MAP from Fall to Spring
- 44% of Kindergarten students are at/above the 70%tile

### Learning Environment

- PLC+ (Dave Nagel) supported educators in crafting student-friendly learning intentions and success criteria for grades EC-5
- Created student opportunities to share thoughts on the learning environment through student and parent testimonials
- Creation of consistent discipline continuum (including visuals)
- Leader in Me on-site corporate presentation
- Leader in Me 2025 Chicago Symposium video creation

### Competent and Caring Staff

- Coaching cycles for staff in grades K-5

- Created grade-level roles and norms based upon PLC+ clarity, equity, and a focus on student learning

### Community Engagement

- Monthly Newsletter including current/alumni celebrations
- Weekly Social Media Posts
- Positive relationship with the PTO and successful evening events
- Student Lighthouse activities
- District-wide Leader in Me Leadership Night
- PAC created May/2025
- 5th grade art show during Open House

### **Thompson**

#### Math

- 67% of K-5 grade levels exceeded Spring RIT goals by an average of 6.2 RIT points and a building mean RIT of 193.4+
- 72% of Kindergarten students met their growth target
- 67% of 1st Grade students met their growth target
- Exceeded the Spring MAP Mean RIT building goal by 1.4 RIT points
- 51% of students met their individual growth targets K-5 on MAP from Fall to Spring

#### Reading

- 100% of K-5 grade levels exceeded Spring RIT goals by an average of 3.58 RIT points and a building mean RIT of 191.23
- 62% of Kindergarten students met their growth target
- 67% of 1st Grade students met their growth target
- Exceeded the Spring MAP Mean RIT building goal by 2.23 RIT points
- 56% of students met their individual growth targets K-5 on MAP from Fall to Spring

#### Learning Environment

- PLC+ (Dave Nagel) supported educators in crafting student-friendly learning intentions and success criteria for grades EC-5
- Created student opportunities to share thoughts on the learning environment through student and parent testimonials
- Creation of consistent discipline continuum (including visuals) Provided student opportunities to share their thoughts on their school's learning environment through student testimonials
- Provided parents an avenue to share their thoughts and advice with other parents through social media
- Leader in Me monthly LEAD days

#### Competent and Caring Staff

- Coaching cycles for staff in grades K-5

- Created grade-level roles and norms based upon PLC+ clarity, equity, and a focus on student learning
- Professional Development on Verbal de-escalation
- Professional Development on WIDA strategies for English Language Learners.

#### Community Engagement

- Monthly Newsletter
- Weekly Social Media Posts
- Positive relationship with the PTO and successful evening events
- Student Lighthouse activities
- District-wide Leader in Me Leadership Night
- PAC created May/2025

### End-Of-Year Areas for Growth

#### **District-Wide**

##### Math

- The other three schools were one point below the national averages but continue to outpace national student growth overall, leading to closing the learning gap.
- District-wide Special Education is an identified area of improvement in the area of math. Continue monitoring with newly adopted resource, DreamBox and Touchmath.

##### Reading

- District-wide Low-Income is an area of identified improvement in the area of reading.

##### Learning Environment

- Continued growth with teacher clarity, a researched-based approach proven to have a significant impact on student learning, motivation, and engagement

##### Competent and Caring Staff

- Consistent Professional Learning Communities practices and impact on student achievement

##### Community Engagement

- Further engaged the community in the life of the district

##### Fiscal Stability

- Monitor our Return on Investment with the Multi-Year Teaching and Learning Plan

## **Palombi**

### Math

- 6th grade MAP scores did not meet the spring goal
- All grades should focus on statistics and probability
- All grade levels need to focus on math language routines

### Reading

- 6th grade MAP scores did not meet the spring goal
- 6th grade should focus on informational texts
- 7th and 8th grades should focus on literary texts

### Learning Environment

- Continue to focus on learning intentions and success criteria
- Small group instruction needs to be widespread
- Student engagement activities will continue to flourish

### Competent and Caring Staff

- Leader in Me student action team revamp
- Leader in Me staff action team focus change

### Community Engagement

- Work with the Palombi Parent Panel to become more involved in the community
- Attend community celebrations

## **Hooper**

### Math

- Continue to focus on student growth at the 4th and 5th grader levels
- Continue to use the ROE to help advance our 4th and 5th grade teachers
- 28% of 5th grade students met their growth target
- 34% of 4th grade students met their growth target

### Reading

- Continue to focus on student growth at the 4th and 5th grader levels
- Use the Regional Office of Education to help advance our 4th and 5th grade teachers
- 41% of 5th grade students met their growth target
- 38% of 4th grade students met their growth target

### Learning Environment

- Continue to monitor test scores in each grade level
- Increased understanding of the Multi-Tiered Systems of Support process
- Continue to monitor MAP grade level and subgroup data (English Learners, Children With Disabilities, Free and Reduced)

#### Competent and Caring Staff

- Staff Shout-outs

#### Community Engagement

- Continue with the Hooper Parent Advisory Committee with more parents and more dates throughout the school year

### **Martin**

#### Math

- 45% of First-grade students met their growth target
- 39% of Fourth-grade students met their growth target
- 14% of Fourth-grade students at/above the 70th%tile
- 39% of Fifth-grade students met their growth target
- 15% of Fourth-grade students at/above the 70th%tile
- Utilize Regional Office of Education to collaborate with 4th and 5th grade teachers

#### Reading

- 2nd Grade Mean Spring RIT of 183.5
- 40% of Fourth-grade students met their growth target
- 17% of Fourth-grade students at/above the 70th%tile
- Utilize Regional Office of Education to collaborate with 2nd and 4th grade teachers

#### Learning Environment

- Continue to monitor Tier II Interventions
- Continue to monitor NWEA grade level and subgroup data (English Learners, Children With Disabilities, Free and Reduced)
- Continue the Multi-Tiered Systems of Support process
- Continued implementation of discipline continuum (including visuals)

#### Competent and Caring Staff

- Increase social outings amongst Martin staff
- Continue professional development in the areas of PLC+, Standards-based grading, Mathematics and ELA curriculum
- Staff Shout-outs at staff meetings and personal emails

### Community Engagement

- Increased parent involvement during the school day
- Increased attendance of Parent Advisory Council
- Introduce Leader in Me family partnership component

### **Thompson**

#### Math

- 39% of Fourth-grade students met their growth target
- 30% of Fifth-grade students met their growth target
- 18% of Fourth-grade students at/above the 70th%tile
- 19% of Fifth-grade students at/above the 70th%tile
- Utilize Regional Office of Education to collaborate with 4th and 5th grade teachers
- Continue to work on math language routines

#### Reading

- 40% of Second-grade students met their growth target
- 34% of Fourth-grade students at/above the 70th%tile
- 27% of Fifth-grade students at/above the 70th%tile

#### Learning Environment

- Continue to monitor Tier II Interventions
- Continue to monitor NWEA grade level and subgroup data (English Learners, Children With Disabilities, Free and Reduced)
- Continue the Multi-Tiered Systems of Support process
- Continued implementation of discipline continuum (including visuals)

#### Competent and Caring Staff

- Continue professional development in the areas of PLC+, Standards-based grading, Mathematics and ELA curriculum
- Staff Shout-outs at staff meetings and personal emails
- Increase social outings amongst Thompson Staff

#### Community Engagement

- Increased parent involvement during the school day
- Increased attendance of Parent Advisory Council
- Introduce Leader in Me family partnership component

June 6, 2025

To: Dr. Sandra Keim-Bound, Superintendent  
Members of the Board of Education

From: Anna Kasprzyk, CSBO

RE: Meal rates for 2025-2026 school year - approval

**Background:**

At the May 18th Regular Board Meeting, the Board received and discussed the proposed meal rates for the 2025–2026 school year.

**Discussion:**

Based on SY 2024–2025 federal reimbursement rates and the projected costs for the District’s lunch and breakfast meals, it is recommended that paid meal prices be increased per attached Price List.

**Recommendation:**

It is recommended that the Board of Education approve the Meal Rates for SY 2025-2026 as presented.

If you have any questions, please do not hesitate to contact me.

## LAKE VILLA CCSD #41

### NSLP BREAKFAST AND LUNCH FOOD PROGRAM PRICES

2025-2026

#### **BREAKFAST**

STUDENT BREAKFAST	\$2.00
REDUCED PRICE BREAKFAST	\$0.30
ADULT BREAKFAST	\$2.35

#### **LUNCH**

STUDENT LUNCH	\$3.65
REDUCED PRICE LUNCH	\$0.40
ADULT LUNCH	\$4.25

**SECOND ENTRÉE W/ LUNCH ONLY** \$2.90

#### **BEVERAGES**

MILK	\$0.65
WATER 16.9 oz	\$1.25
100% EVERFRESH JUICE 12 oz	\$2.20
JUICE CUP (4 OZ)	\$0.75

#### **MISCELLANEOUS - SMART SNACKS**

ASSORTED BAKED CHIPS	\$1.40
FRESH BAKED COOKIE	\$1.20
RICE KRISPY TREAT/POP TART	\$1.25
FRESH FRUIT in season	\$0.85
ICE CREAM	\$1.60-\$1.85

**LV41 Approved:**  
June 6, 2025

## Document Status: Draft Update

### Section 2 - Board of Education

#### **2:260 Uniform Grievance Procedure**

The Board desires that complaints brought by students, parents/guardians, employees, or community members be resolved through a fair and equitable process. To promote the effective processing of grievances, therefore, the procedure outlined below should be followed when authorized by Board Policy or when a complaint involves any of the following:

1. Title II of the Americans with Disabilities Act, [42 U.S.C. §12101](#) *et seq.*
2. [Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX complaints governed by Board policy 2:265, Title IX Grievance Procedure](#)<sup>PRESSPlus1</sup>
3. Section 504 of the Rehabilitation Act of 1973, [29 U.S.C. §791](#) *et seq.*
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, [775 ILCS 5/](#); Title VI of the Civil Rights Act of 1964, [42 U.S.C. §2000d et seq.](#); and/or Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, [5 ILCS 430/70-5\(a\)](#); Illinois Human Rights Act, [775 ILCS 5/](#); and Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, [105 ILCS 5/10-20.60](#)
8. Bullying, [105 ILCS 5/27-23.7](#)
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, [820 ILCS 180/](#)
12. Illinois Equal Pay Act of 2003, [820 ILCS 112/](#)
13. Provision of services to homeless students
14. Illinois Whistleblower Act, [740 ILCS 174/](#)
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, [410 ILCS 513/](#); and Titles I and II of the Genetic Information Nondiscrimination Act, [42 U.S.C. §2000ff et seq.](#)
16. Employee Credit Privacy Act, [820 ILCS 70/](#)

Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers<sup>PRESSPlus2</sup>

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to

provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The ~~Nondiscrimination Coordinator also serves as the District's~~ Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. [PRESSPlus3](#)

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

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

### **Nondiscrimination Coordinator:**

Mrs. Sandra Allen

131 McKinley, Lake Villa, IL 60046

[sandra.allen@district41.org](mailto:sandra.allen@district41.org)

847.356.2385 Ext. 15070

### **Complaint Managers:**

Mrs. Sandra Allen

131 McKinley, Lake Villa, IL 60046

[sandra.allen@district41.org](mailto:sandra.allen@district41.org)

847.356.2385 Ext. 15070

Dr. Vic Wight

131 McKinley, Lake Villa, IL 60046

[victor.wight@district41.org](mailto:victor.wight@district41.org)

847.356.2385 Ext 15040

### Procedures

#### 1. Informal Resolution

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

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

All deadlines under this policy may be extended by the Complaint Manager as he/she deems appropriate. As used in the policy, "days" means days in which the District business office is

open.

## 2. Filing a Formal Complaint

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

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

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

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

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

## 3. Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant, or by the Complainant's parents/guardians if the Complainant is under the age of eighteen (18) years.

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

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

Superintendent.

The Superintendent will keep the Board informed of all complaints.

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

#### 4. Decision and Appeal

Within 10 school days after receiving the Complaint Manager's report, the Superintendent shall provide his or her written decision to the Complainant and the accused as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

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

Within 10 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

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

Individuals alleging that they have been discriminated against on the basis of their sex in the provision of or access to programs, activities, services, or benefits have the right to appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent of Education. The Regional Superintendent retains discretion whether to hear such an appeal.

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

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[20 U.S.C. §1232g](#), Family Education Rights Privacy Act.

[20 U.S.C. §1400](#), The Individuals with Disabilities Education Act.

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

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973.

[29 U.S.C. §2612](#), Family and Medical Leave Act.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964.

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964.

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act.

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[42 U.S.C. §12101](#) *et seq.*, Americans With Disabilities Act; [28 C.F.R. Part 35](#).

[105 ILCS 5/2-3.8](#), [5/3-10](#), [5/10-20](#), [5/10-20.5](#), [5/10-20.7a](#), [5/10-20.60](#), [5/10-20.69](#), [5/10-20.75](#), [5/10-22.5](#), [5/22-19](#), [5/22-95](#) (final citation pending), [5/24-4](#), [5/27-1](#), [5/27-23.7](#), and [45/1-15](#).

[5 ILCS 415/10](#)(a)(2), Government Severance Pay Act.

[5 ILCS 430/70-5](#)(a), State Officials and Employees Ethics Act.

[410 ILCS 513/](#), Ill. Genetic Information Privacy Act.

[740 ILCS 174/](#), Whistleblower Act.

[740 ILCS 175/](#), Ill. False Claims Act.

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

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 112/](#), Equal Pay Act of 2003.

[820 ILCS 180/](#), Victims' Economic Security and Safety Act; [56 Ill.Admin.Code Part 280](#).

[23 Ill.Admin.Code §§1.240](#), [200.40](#), [226.50](#), and [226.570](#).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:260 (Complaints About Curriculum Instructional Materials and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

Adopted: September 23, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. Updated throughout in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

PRESSPlus 2. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 3. A district must prominently display its Title IX nondiscrimination policies (this policy 2:260, *Uniform Grievance Procedure*, and policy 2:265, *Title IX Grievance Procedure*) and contact information for its Title IX Coordinator on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

# Document Status: Draft Update

## Section 4 - Operational Services

### **4:80 Accounting and Audits**

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

#### Annual Audit

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

The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

#### Annual Financial Report

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

#### Inventories

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

#### Capitalization Threshold

The Superintendent or designee is responsible for establishing and maintaining accurate capital asset records. All capital purchases of \$510,000 [PRESSPlus1](#) or more will be recorded as a capital asset. The capital asset record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost.

#### Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention [PRESSPlus2](#) of property acquired by the District under grant awards that comply with federal and State law.

### Taxable Fringe Benefits

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

### Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds are limited to a maximum balance of \$7,500.00. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

### Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the School District must be signed by either the Treasurer or Board Secretary, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

### Internal Controls

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action.

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

LEGAL REF.:

[2 C.F.R. §200](#) *et seq.*

[30 ILCS 708/](#), Grant Accountability and Transparency Act, implemented by [44 Ill.Admin.Code 7000](#) *et seq.*

[105 ILCS 5/2-3.27](#), [5/2-3.28](#), [5/3-7](#), [5/3-15.1](#), [5/5-22](#), [5/10-21.4](#), [5/10-20.19](#), [5/10-22.8](#), and [5/17-1](#) *et seq.*

[23 Ill.Admin.Code Part 100](#).

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

Adopted: September 9, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. A minimum threshold of \$10,000, or a lesser amount established by the board, and useful life greater than one year complies with the definition of *equipment* under federal grant rules. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. **Issue 118, April 2025**

## *Document Status: Draft Update*

### Section 5 - Personnel

#### **5:10 Equal Employment Opportunity and Minority Recruitment**

The School District shall provide equal employment opportunities to all persons regardless of their race, color, creed, religion, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status, order of protection status, unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; family responsibilities; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, [410 ILCS 130/](#).

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

#### Administrative Implementation

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

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. [PRESSPlus1](#)

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

#### **Nondiscrimination Coordinator:**

Mrs. Sandra Allen

131 McKinley

Lake Villa, IL 60046

[sandra.allen@district41.org](mailto:sandra.allen@district41.org)

847.356.2385 Ext. 15070

**Complaint Managers:**

Mrs. Sandra Allen

131 McKinley

Lake Villa, IL 60046

[sandra.allen@district41.org](mailto:sandra.allen@district41.org)

847.356.2385 Ext. 15070

Dr. Vic Wight

131 McKinley

Lake Villa, IL 60046

[victor.wight@district41.org](mailto:victor.wight@district41.org)

847.356.2385 Ext 15040

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks. A statement that, in accordance with Title IX, the District does not discriminate on the basis of sex, shall be prominently included in each announcement bulletin, catalog, or application form made available to any applicant for admission or employment, student, parent, applicant referral source, or union.

Minority Recruitment

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

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §218d](#), Fair Labor Standards Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §701](#) *et seq.*, Rehabilitation Act of 1973.

[38 U.S.C. §4301](#) *et seq.*, Uniformed Services Employment and Reemployment Rights Act (1994).

[42 U.S.C. §1981](#) *et seq.*, Civil Rights Act of 1991.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964; [29 C.F.R. Part 1601](#).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act of 2008.

[42 U.S.C. §2000gg](#) *et seq.*, Pregnant Workers Fairness Act; [29 C.F.R. Part 1636](#).

[42 U.S.C. §2000e\(k\)](#), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[Ill. Constitution, Art. I](#), §§17, 18, and 19.

[105 ILCS 5/10-20.7](#), [5/10-20.7a](#), [5/10-21.1](#), [5/10-22.4](#), [5/10-23.5](#), [5/22-19](#), [5/24-4](#), [5/24-4.1](#), and [5/24-7](#).

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), Ill. Whistleblower Act.

[775 ILCS 5/1-103](#), [5/2-101](#), [5/2-102](#), [5/2-103](#), [5/2-103.1](#), [5/2-104\(D\)](#) and [5/6-101](#), Ill. Human Rights Act.

[775 ILCS 35/](#), Religious Freedom Restoration Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

[820 ILCS 112/](#), Ill. Equal Pay Act of 2003.

[820 ILCS 180/30](#), Victims' Economic Security and Safety Act.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

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

Adopted: December 16, 2024

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**PRESSPlus Comments**

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

## Document Status: Draft Update

### Section 6 - Instruction

#### **6:150 Home and Hospital Instruction**

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Ill. State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a physician's written statement.

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence as defined in 105 ILCS 5/26A, will be provided home instruction, correspondence courses, or other courses of instruction under the following circumstances: [PRESSPlus1](#)

1. Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction.
2. For up to three months after the child's birth or a miscarriage. [PRESSPlus2](#)
3. When a student must care for his or her ill child if
  - a. The child's physician, physician assistant, or advanced practice registered nurse informs the District, in writing, that the child has a serious health condition [PRESSPlus3](#) that would require the student to be absent from school for two or more consecutive weeks; and
  - b. The student or the student's parent/guardian informs the District, in writing, that the student needs to care for the child during this period.
4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization, as defined in 105 ILCS 5/26A, informs the District, in writing, that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

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

Instructional time will be provided for a minimum of five clock hours per week on days when school is normally in session. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s) and hospital staff to coordinate course work and facilitate the student's return to school.

LEGAL REF.:

[105 ILCS 5/10-19.05\(e\)](#), [5/10-22.6a](#), [5/14-13.01](#), and [5/18-4.5](#).

[23 Ill.Admin.Code §§1.520, 1.610](#), and [226.300](#).

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

Adopted: September 9, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6a, amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Number 2 does not require a written statement from a physician, physician assistant, or advanced practice registered nurse. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. **Issue 118, April 2025**

PRESSPlus 3. *Serious health condition* means an illness, injury, impairment, or physical or mental health condition that involves inpatient care in a hospital, hospice, or residential medical care facility or continuing treatment by a health care provider that is not controlled by medication alone. **Issue 118, April 2025**

## *Document Status: Draft Update*

### Section 6 - Instruction

#### **6:235 Access to Electronic Networks**

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

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

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

The Superintendent shall develop an implementation plan for this policy and appoint system administrator.

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

#### Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

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

#### Acceptable Use

All use of the District's electronic network must be: (1) in support of education and/or research, and be in furtherance of the Board of Education's stated goal, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school

officials.

### Internet Safety

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

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

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

### Use of Artificial Intelligence (AI)-Enabled Tools [PRESSPlus1](#)

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

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

1. Develop a District-wide AI Plan that addresses the District's approach to the integration of AI;
2. Based on the District-wide AI Plan, establish AI Responsible Use Guidelines to address the responsible use of AI in the District by students and staff;
3. Ensure that AI-enabled tools comply with State and federal law;
4. Ensure that staff receive training and students receive instruction on the use of AI, as appropriate; and
5. Review the District's AI Plan and AI Responsible Use Guidelines on an annual basis and update them as needed.

### Authorization for Electronic Network Access

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

### Confidentiality

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

## Violations

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

### LEGAL REF.:

[20 U.S.C. §7131](#), Elementary and Secondary Education Act.

[47 U.S.C. §254](#)(h) and (l), Children's Internet Protection Act.

[47 C.F.R. Part 54](#), Subpart F, Universal Service Support for Schools and Libraries.

[115 ILCS 5/14](#)(c-5), Ill. Educational Labor Relations Act.

[720 ILCS 5/26.5](#).

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:190 (Extracurricular and Co-Curricular Activities), 6:210 (Instructional Materials), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:310 (Restrictions on Publications, Elementary Schools), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: September 13, 2021

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## **PRESSPlus Comments**

PRESSPlus 1. Optional. Artificial intelligence is a rapidly evolving and complex technology that implicates many unsettled legal and ethical issues. This content contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

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

Adopting policy language that addresses AI provides (a) a way for boards to monitor how this technology is being used in the district, and (b) an opportunity for the board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Before adoption of this subhead, the board may want to have a conversation with the superintendent to determine how local conditions, resources, and current practices will support the full implementation of a policy that addresses AI and its goals. The use of AI will be most effective when the policy reflects local conditions and circumstances. Consult the board attorney about these issues.

See sample administrative procedure 6:235-AP3, *Development of Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for a suggested framework for developing an AI plan and guidelines. **Issue 118, April 2025**

# Document Status: Draft Update

## Section 7 - Students

### 7:20 Harassment of Students Prohibited

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

#### Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

#### Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. ~~A student may choose to report to an employee of the student's same gender.~~ [PRESSPlus1](#)

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator, [Title IX Coordinator](#), [PRESSPlus2](#) and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.

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

#### **Nondiscrimination Coordinator:**

Mrs. Sandra Allen

131 McKinley

Lake Villa, IL 60046

[sandra.allen@district41.org](mailto:sandra.allen@district41.org)

847.356.2385 ext 15070

**Complaint Managers:**

Mrs. Sandra Allen

131 McKinley Ave.

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[victor.wight@district41.org](mailto:victor.wight@district41.org)

847.356.2385 ext 15040

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

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

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

For any report or complaint alleging sexual-based PRESSPlus3 harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Title IX Coordinator or designee shall consider whether action Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

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

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or

designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

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

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

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

### Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

### Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

### LEGAL REF.:

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[105 ILCS 5/10-20.12](#), [5/10-22.5](#), [5/10-23.13](#), [5/26A](#), [5/27-1](#), and [5/27-23.7](#).

[775 ILCS 5/1-101](#) *et seq.*, Illinois Human Rights Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

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

[Franklin v. Gwinnett Co. Public Schs.](#), 503 U.S. 60 (1992).

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

*West v. Derby Unified Sch. Dist. No. 260*, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#)

Adopted: September 23, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. This sentence is stricken because the preceding sentence already states that students are encouraged to report to any employee with whom the student is comfortable speaking. **Issue 118, April 2025**

PRESSPlus 2. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

# Document Status: Draft Update

## Section 7 - Students

### **7:190 Student Behavior**

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

#### When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

#### Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes and any type of vaping instrument.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
  - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
  - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
  - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or

licensed practitioner's prescription.

- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. ~~Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.~~ [PRESSPlus1](#) Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced during the regular school day unless: (a) the supervising staff grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
7. Sexting, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending,

sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law. [PRESSPlus2](#)

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

### Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
8. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
9. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
10. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended shall also be restricted from being on school grounds and at school activities.
11. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled shall also be restricted from being on school grounds and at school activities.

12. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).
13. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. [PRESSPlus3](#) It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by 105 ILCS 5/10-20.33 needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

#### Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), State Board of Education rules ([23 Ill.Admin.Code §§ 1.280, 1.285](#)), and the District's procedure(s), 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint).

#### Weapons

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

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 2012 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any firearm as defined above.

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

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

firearm, to store a firearm in a locked vehicle in a school parking area.

### Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

### Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and, if a student is reportedly in possession of a firearm, also any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents involving battery against staff members to the Ill. State Board of Education ISBE through its web-based School Incident Reporting System as they occur during the year and no later than August 1 July 31 PRESSPlus4 for the preceding school year.

### Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated licensed educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33 PRESSPlus5 needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

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

### Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented

annually to the Board for its review and approval.

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

Incorporated

by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

[20 U.S.C. §7971](#), Pro-Children Act of 2004.

[20 U.S.C. §7961](#) *et seq.*, Gun Free Schools Act.

[105 ILCS 5/10-20.5b](#), [5/10-20.14](#), [5/10-20.28](#), [5/10-20.36](#), [5/10-21.7](#), [5/10-21.10](#), [5/10-22.6](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/22-33](#), [5/22-100](#), [5/24-24](#), [5/26-12](#), [5/27-23.7](#), and [5/31-3](#).

[105 ILCS 110/3.10](#), Critical Health Problems and Comprehensive Health Education Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Pilot Program.

[410 ILCS 647/](#), Powdered Caffeine Control and Education Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[23 Ill.Admin.Code §§1.280](#), [1.285](#).

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 8:30 (Visitors to and Conduct on School Property)

Adopted: February 12, 2024

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## PRESSPlus Comments

PRESSPlus 1. This text is moved to #7, below. **Issue 118, April 2025**

PRESSPlus 2. This definition of sexting is adapted from Merriam-Webster's definition at [www.merriam-webster.com/dictionary/sexting](http://www.merriam-webster.com/dictionary/sexting), and it incorporates offenses under State law that address the dissemination of explicit images. A district may wish to use another definition or create its own with the board attorney. See sample administrative procedure 7:190-AP6, *Guidelines for Investigating Sexting Allegations*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for definitions of the italicized terms in this paragraph and their accompanying citations. See also sample administrative procedure 7:190-AP5, *Student Handbook - Electronic Devices*. **Issue 118, April**

**2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/22-100, added by P.A. 103-806. **Issue 118, April 2025**

PRESSPlus 4. Updated in response to 105 ILCS 5/10-27.1A and 10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling). **Issue 118, April 2025**

PRESSPlus 5. Updated in response to 105 ILCS 5/24-24, amended by P.A. 103-806. **Issue 118, April 2025**

# *Document Status: Draft Update*

## Section 7 - Students

### **7:200 Suspension Procedures**

#### In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

#### Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
  - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
  - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
  - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
  - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
  - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
    - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
      - a. A threat to school safety, or
      - b. A disruption to other students' learning opportunities.
    - ii. For a suspension of 4 or more school days, an explanation:

- a. That other appropriate and available behavioral and disciplinary interventions have been exhausted,
  - b. As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
  - c. That the student's continuing presence in school would either:
    - i. Pose a threat to the safety of other students, staff, or members of the school community, or
    - ii. Substantially disrupt, impede, or interfere with the operation of the school.
  - d. ~~Of For a suspension of 4 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining~~ what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension, as determined by the Superintendent or designee.
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
  6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board.
    - a. At the review, the student ~~s~~ and his or her parent(s)/guardian(s) may appear with a representative of their choice and at their expense, be accompanied by a support person of their choice and at their expense, disclose any factor to be considered in mitigation (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. [PRESSPlus1](#)
    - b. If the review involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. [PRESSPlus2](#)
    - c. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
    - d. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

LEGAL REF.:

[Goss v. Lopez](#), 419 U.S. 565 (1975).

[105 ILCS 5/10-20.14](#), [5/10-22.6](#).

[23 Ill.Admin.Code §1.280](#).

CROSS REF.: 5:100 (Staff Development), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. A representative chosen by the parent/guardian (or by the student, if emancipated) must be permitted to represent the student "throughout the proceedings and to address the school board or its appointed hearing officer." A support person chosen by the parent/guardian (or by the student, if emancipated) must also be permitted to accompany the student to any expulsion hearing or proceeding. For the definition of *support person*, see sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

# Document Status: Draft Update

## Section 7 - Students

### 7:210 Expulsion Procedures

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
  - a. Include the time, date, and place for the hearing.
  - b. Briefly describe what will happen during the hearing.
  - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
  - d. Inform the student and parent(s)/guardian(s) that a representative of their choice and at their expense is permitted to represent the student throughout the proceedings and to address the Board or its hearing officer. [PRESSPlus1](#)
  - e. Inform the student and parent(s)/guardian(s) that a support person [PRESSPlus2](#) of their choice and at their expense is permitted to accompany the student throughout the proceedings.
  - f. List the student's prior suspension(s).
  - g. State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
  - h. Ask that the student or parent(s)/guardian(s) ~~or attorney~~ inform the Superintendent or Board Attorney if the student will ~~be represented by an attorney~~ appear with a representative and/or support person and, if so, provide the attorney's name(s) and contact information for the representative and/or support person.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
3. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
4. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged.
  - a. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student.
  - b. The student and his or her parent(s)/guardian(s) may ~~be represented by counsel~~ appear

with a representative, be accompanied by a support person, disclose any factor to be considered in mitigation (including his or her status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. [PRESSPlus3](#)

- c. If the expulsion hearing involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. [PRESSPlus4](#)
5. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
6. If the Board acts to expel the student, its written expulsion decision shall:
  - a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
  - b. Provide a rationale for the specific duration of the recommended expulsion.
  - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
  - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
7. Upon expulsion, the District may refer the student to appropriate and available support services.

#### LEGAL REF.:

[Goss v. Lopez](#), 419 U.S. 565 (1975).

[105 ILCS 5/10-20.14](#), [5/10-22.6](#).

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

Adopted: January 24, 2022

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#### **PRESSPlus Comments**

PRESSPlus 1. Items d and e are required by 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, *aka Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. For the definition of support person, see sample administrative procedure 7:255-AP1, *Supporting Students who are Parents, Expectant Parents, or Victims of Sexual or Domestic Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 3. 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

# Document Status: Draft Update

## Section 7 - Students

### 7:250 Student Support Services

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools.

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

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent/guardian must consent to regular or continuing services from a social worker.
4. ~~Guidance and s~~ School counseling services. The Superintendent or designee shall annually inform all school personnel and students 12 years of age and older, in writing, of the availability of counseling without parent/guardian consent under 405 ILCS 5/3-550. [PRESSPlus1](#)

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health needs that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such needs.

#### Erin's Law Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

#### Article 26A Domestic or Sexual Violence and Parenting Resource Personnel [PRESSPlus2](#)

The Superintendent or designee will ensure that at least one staff member in each school building is designated as a resource person (Article 26A Resource Person) for students who are parents, expectant parents, or victims of domestic or sexual violence and offers those services required by 105 ILCS 5/26A. See Board policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. The Article 26A Resource Person may be a member of the building's Student Support Committee.

The Superintendent shall ensure that this policy shall be is implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq., and that it is respectful of student privacy, including that student records are maintained and their

confidentiality protected in accordance with Board policy and District procedures. [PRESSPlus3](#)

LEGAL REF.:

105 ILCS 5/10-23.13(b), 5/10-20.59, ~~and 5/21B-25(G)~~, and 5/26A.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye and Examinations, Immunizations, and Exclusion of Students), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease), 7:340 (Student Records)

Adopted: February 13, 2023

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## **PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 5/26A-40(h), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Required by 105 ILCS 5/26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 3. This policy text is based on recommendations of the second ESS Task Force. See pp. 13-14 of the June 2024 ESS Task Force final report, at: [www.isbe.net/Documents\\_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf](http://www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf). **Issue 118, April 2025**

## *Document Status: Draft Update*

### Section 7 - Students

#### **7:270 Administering Medicines to Students**

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

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

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

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

#### Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan. [PRESSPlus1](#)

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

#### School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

### Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
  - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
  - b. Copies of the registry identification cards are provided to the District;
  - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
  - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

*Medical cannabis infused product* (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school

nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

### Void Policy

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

### Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

### Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

### LEGAL REF.:

[105 ILCS 5/10-20.14b](#), [5/10-22.21b](#), [5/22-30](#), and [5/22-33](#).

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

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

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

[720 ILCS 550/](#), Cannabis Control Act.

[23 Ill.Admin.Code §1.540](#).

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

Adopted: May 20, 2024

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### **PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 145/30; 105 ILCS 150/30. This is not a new requirement, but it is added to make clear in policy that self-carry may also be authorized for diabetes/seizure management. **Issue 118, April 2025**

# Document Status: Draft Update - New

## 7:255 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

### *New/Unpublished Section*

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, [PRESSPlus1](#) or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important District goals and required by 105 ILCS 5/26A (Article 26A). [PRESSPlus2](#)

The Superintendent or designee shall develop and implement a program for supporting Article 26A Students that:

1. Distributes this policy and procedures for requesting supportive services or filing a complaint to all students at the beginning of each school year. [PRESSPlus3](#)
2. Ensures at least one staff member in each school building is designated as a resource person for Article 26A Students (Article 26A Resource Person) and receives training in accordance with 105 ILCS 5/26A-35. [PRESSPlus4](#)
3. Notifies all District employees and agents that, upon learning or suspecting that a student is a parent, expectant parent, or victim of domestic or sexual violence, they must refer the student to a designated Article 26A Resource Person. [PRESSPlus5](#)
4. Ensures any employees whose duties include the resolution of Article 26A complaints receive training in accordance with 105 ILCS 5/26A-25(b)(1).
5. Requires verification of a student's claim of Article 26A status relating to domestic or sexual violence in accordance with 105 ILCS 5/26A-45. [PRESSPlus6](#)
6. Provides Article 26A Students with in-school support services, information about non-school-based support services, and the ability to make up work missed due to circumstances related to the student's Article 26A status in accordance with 105 ILCS 5/26A-40. [PRESSPlus7](#)
7. Ensures the prompt and equitable resolution of all Article 26A complaints through a complaint resolution procedure that fully complies with 105 ILCS 5/26A-25. [PRESSPlus8](#)
8. Ensures that all information concerning an Article 26A Student's status and related experiences, or information concerning a student who is a named perpetrator of domestic or sexual violence, provided to or otherwise obtained by the District or its employees or agents pursuant to 105 ILCS 5/26A is retained in a confidential temporary file in accordance with 105 ILCS 10/2(f). [PRESSPlus9](#) Confidentiality procedures will: [PRESSPlus10](#)
  - a. Provide that such information may not be disclosed to any other individual outside of the District, including any other employee, except if such disclosure is: (1) permitted by the Ill. School Student Records Act (105 ILCS 10/), the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g), or other applicable State or federal laws; or (2) requested or consented to, in writing, by the Article 26A Student or their parent/guardian if it is safe to obtain written consent from the parent/guardian; and
  - b. Comply with the requirements of 105 ILCS 5/26A-30.
9. Ensures that in the event an Article 26A Student or their parent/guardian reports an incident of alleged domestic or sexual violence, the District's procedures comply with 105 ILCS 5/26A-

20(c). [PRESSPlus11](#)

10. Complies with State and federal law and aligns with Board policies. [PRESSPlus12](#)

### Requesting Support Services

An Article 26A Student and/or their parent/guardian may request support services under this policy by contacting the building-level Article 26A Resource Person, whose name and contact information will be annually distributed to employees, students, and parents/guardians by each Building Principal.

### Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint under this policy with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus13](#) a Complaint Manager, or any employee with whom the person is comfortable speaking. [PRESSPlus14](#)

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers. [PRESSPlus15](#)

#### **Nondiscrimination Coordinator:**

Name

Address

Email

Telephone

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

Name

Address

Email

Telephone

#### **Complaint Managers:**

Name

Address

Email

Telephone

Name

Address

Email

Telephone

### Complaint Resolution Procedure

When a complaint is filed, the Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review it according to administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

### Enforcement

Any District employee who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc.

This policy does not increase or diminish the ability of the District or the parties to exercise any other

rights under existing law.

### Policy Review [PRESSPlus16](#)

At least once every two years, pursuant to 105 ILCS 5/26A-20 and Board policy 2:240, *Board Policy Development*, the Board reviews and makes any necessary updates to this policy and to any other policies that may act as a barrier to their immediate enrollment and re-enrollment, attendance, graduation, and success in school of any student who is a parent, expectant parent, or victim of domestic or sexual violence. The Superintendent or designee shall assist the Board with its review and any updates.

### Retaliation Prohibited [PRESSPlus17](#)

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under Article 26A is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension or expulsion, with regard to students.

### LEGAL REF.:

105 ILCS 5/26A.

105 ILCS 10/, III. School Student Records Act.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:250 (Student Support Services), 7:340 (Student Records)

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## **PRESSPlus Comments**

PRESSPlus 1. An *expectant parent* is a student who (i) is pregnant and (ii) has not yet received a diploma for completion of a secondary education as defined in 105 ILCS 5/22-22. **Issue 118, April 2025**

PRESSPlus 2. This policy is created in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requiring districts to ensure they have policies, procedures, and resources in

place to ensure that Article 26A Students are provided with support services necessary to enable them to meet State educational standards and successfully attain a school diploma.

105 ILCS 5/2-3.147, added by P.A. 95-558 and repealed by P.A. 99-30, created the first Ensuring Success in School (ESS) Task Force. Supervised by the Ill. State Board of Education (ISBE), it developed policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence; the goal was to encourage these students to stay in school, stay safe while in school, and successfully complete their education. The June 2010 report of the first ESS Task Force is available here: [www.isbe.net/Documents/ess-task-force-final-report0610.pdf](http://www.isbe.net/Documents/ess-task-force-final-report0610.pdf).

105 ILCS 5/26A-15, added by P.A. 102-466 (a/k/a *ESS Law*) and scheduled to be repealed on 12-1-25, created a second ESS Task Force supervised by ISBE, also focused on the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence. The second ESS Task Force was to: (1) draft and publish model policies and intergovernmental agreements for inter-district transfers, (2) draft and publish model complaint resolution procedures, and (3) identify current mandatory and new staff trainings needed.

### **Issue 118, April 2025**

PRESSPlus 3. 105 ILCS 5/26A-20(d), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. See footnote 25 in sample policy 5:100, *Staff Development Program*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for further information about training requirements. **Issue 118, April 2025**

PRESSPlus 5. 105 ILCS 5/26A-40(e), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Agents* is not defined and who is considered an agent for the district is fact-specific; consult the board attorney for guidance. **Issue 118, April 2025**

PRESSPlus 6. 105 ILCS 5/26A-45, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See detailed verification requirements and restrictions in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 7. 105 ILCS 5/26A-40, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. Providing accommodations to ensure equal educational opportunities for students who are parents and expectant parents is also required by federal regulations implementing Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681 et seq.) and ISBE sex equity regulations. 34 C.F.R. §106.40 and 49 C.F.R. §25.445; 23 Ill.Admin.Code §200.50. See policy 7:10, *Equal Educational Opportunities*, and sample administrative procedure 7:10-AP2, *Accommodating Breastfeeding Students*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). Reasonable accommodations for breastfeeding students are also required by 105 ILCS 5/10-20.60. **Issue 118, April 2025**

PRESSPlus 8. 105 ILCS 5/26A-25 and 5/26A-20(c), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-

1-25, list the basic requirements for a complaint resolution procedure. Live hearings are not required but may be offered as part of the complaint resolution procedure. **Consult the board attorney if the board wants the district to use a live hearing in its complaint resolution procedure.** For an Article 26A complaint resolution procedure, see sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. See also sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. Sample administrative procedures are available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 9. 105 ILCS 5/26A-45(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. The ESS Law amended the definition of *student temporary record* in the Ill. School Student Records Act (ISSRA) (105 ILCS 10/) to include information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A. **Issue 118, April 2025**

PRESSPlus 10. Required by 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25.

The policy text is based on recommendations of the second ESS Task Force. See p. 14 of the June 2024 ESS Task Force final report, at: [www.isbe.net/Documents\\_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf](http://www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf). The phrase "including any other employee" comes directly from 105 ILCS 5/26A-30(a) and is confusing because it is unclear whose employee is being referenced. The Ill. School Student Records Act (ISSRA) permits student records to be disclosed to any district employees with a "current demonstrable educational or administrative interest" in a student if disclosure is "in furtherance of such interest." 105 ILCS 10/6(a)(2). **Consult the board attorney for guidance. Issue 118, April 2025**

PRESSPlus 11. 105 ILCS 5/26A-20(c)(1)-(6), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, states elements that must be in a district's "policy on the procedures" that a student or their parent/guardian may follow if he or she chooses to report an incident of alleged domestic or sexual violence. Having a "policy on the procedures" is a misnomer because the board does not adopt procedures but rather, through policy, directs the superintendent to establish procedures to implement policy. Only the required element at 105 ILCS 5/26A-20(c)(6), to establish a complaint resolution procedure, appears in this policy's text because the remaining elements are not board work and therefore inappropriate to include in board policy. Instead, required elements from 105 ILCS 5/26A-20(c)(1)-(5) appear in sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 12. See sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for a list of board policies implicated by the ESS Law and that may interact with this policy. **Issue 118, April 2025**

PRESSPlus 13. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District

Edits." **Issue 118, April 2025**

PRESSPlus 14. By including “any employee” in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 118, April 2025**

PRESSPlus 15. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. **Issue 118, April 2025**

PRESSPlus 16. 105 ILCS 5/26A-20(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. This provision also requires districts to review and revise any procedures that act as a barrier to Article 26A Students. Since procedure review and revision is administrator work and not board work, this requirement is addressed in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 17. 105 ILCS 5/26A-50, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**



**June 16, 2025**

**To:** Dr. Sandra Keim-Bounds, Superintendent  
Members of the Board of Education

**From:** Dr. Vic Wight, Assistant Superintendent of Teaching and Learning

**RE:** Approval of Behavioral Support Services

As part of our district's ongoing efforts to support students with intensive behavioral needs and to build the capacity of our instructional staff, we are recommending the approval of targeted behavioral consultation services through Love Your Classroom LLC.

The proposed services include:

- **Comprehensive Functional Behavioral Assessments (FBAs)** with associated **Behavior Intervention Plan (BIP) coaching** to support individual students demonstrating significant behavioral challenges.
- **Classroom Coaching** for three teachers, delivered by a Board Certified Behavior Analyst (BCBA), focusing on real-time modeling and feedback to implement effective strategies that improve classroom culture and instructional control.

These services will provide critical support aligned with our Multi-Tiered System of Supports (MTSS) framework and our district's commitment to inclusive practices and proactive behavioral intervention.

The total cost for services includes one package of FBA+BIP Coaching (\$4,500) and one package of Classroom Coaching for three teachers over eight weeks (\$3,600).

**Recommendation:**

It is recommended that the Board of Education approve the authorization of behavioral consultation services through Love Your Classroom for a total amount of \$15,300 to be funded through the Stronger Connections Grant.

**June 16, 2025**

To: Dr. Sandra Keim-Bounds, Superintendent  
Members of the Board of Education

From: Dr. Vic Wight, Assistant Superintendent of Teaching and Learning

RE: Approval of Professional Learning with Illustrative Mathematics

As part of our district's continued implementation of high-quality instructional materials and aligned professional development, we are recommending additional professional learning sessions with Illustrative Mathematics for Martin Elementary. These sessions are designed to deepen content knowledge, enhance instructional practice, and promote student-centered mathematics instruction. It also meets the School Improvement Grant status for Olive Martin Elementary.

One of the key sessions, "Understanding Student Thinking to Synthesize Learning," focuses on helping teachers make purposeful instructional decisions based on student responses. The session emphasizes the use of the "5 Practices for Orchestrating Productive Mathematical Discussions" framework—Anticipating, Monitoring, Selecting, Sequencing, and Connecting—to surface and build on students' mathematical thinking. Teachers will gain strategies to guide students in synthesizing learning through effective questioning, structured discussions, and targeted follow-ups.

Additional training opportunities may include:

- Supporting Fluency with K-5 Centers and/or:
- Embedded Virtual Coaching Session with Illustrative Mathematics-certified facilitators to support implementation through co-planning, modeling, and collaborative reflection;

These sessions will be scheduled strategically throughout the year and will support both new and experienced staff in maximizing the impact of the Illustrative Mathematics curriculum.

Recommendation:

It is recommended that the Board of Education approve professional development with Illustrative Mathematics for a total of \$22,500 through the School Improvement Grant.

16	JUN, MON	●	6:30 – 9:30pm	BOE Meeting District Office-1-DO Board Room (...)
17	JUN, TUE	●	4 – 7pm	Negotiations
24	JUN, TUE	●	4 – 7pm	Negotiations
14	JUL, MON	●	6:30 – 9pm	BOE Meeting
22	JUL, TUE	●	6 – 9pm	IASB Board Workshop District Office-1-DO Boar...
18	AUG, MON	●	6:30 – 9pm	BOE Meeting District Office-1-DO Board Room (...)
8	SEP, MON	●	6:30 – 9pm	BOE Meeting
22	SEP, MON	●	6:30 – 9pm	BOE Meeting
6	OCT, MON	●	6:30 – 9pm	BOE Meeting
27	OCT, MON	●	6:30 – 9pm	BOE Meeting
17	NOV, MON	●	6:30 – 9pm	BOE Meeting
21	NOV, FRI	●	All day	2025 Joint Annual Conference (Day 1/3) Hyatt R...
22	NOV, SAT	●	All day	2025 Joint Annual Conference (Day 2/3) Hyatt R...
23	NOV, SUN	●	All day	2025 Joint Annual Conference (Day 3/3) Hyatt R...
15	DEC, MON	●	6:30 – 9pm	BOE Meeting
12	JAN, MON	●	6:30 – 9pm	BOE Meeting
26	JAN, MON	●	6:30 – 9pm	BOE Meeting
9	FEB, MON	●	6:30 – 9pm	BOE Meeting
2	MAR, MON	●	6:30 – 9pm	BOE Meeting
16	MAR, MON	●	6:30 – 9pm	BOE Meeting