

ROCK ISLAND-MILAN SCHOOL DISTRICT NO. 41
BOARD OF EDUCATION COMMITTEE OF THE WHOLE MEETING



ROCK ISLAND ACADEMY
930 14TH ST
ROCK ISLAND, ILLINOIS 61201

TUESDAY, AUGUST 25, 2026

6:00 PM

<https://meet.google.com/fzb-nmks-pmq>

I. Preliminary

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call

D. Approval of Board of Education Minutes...Action

It is recommended that the Board of Education approve the August 11, 2026, regular meeting minutes as well as the July 28 and August 11, 2026, executive meeting minutes to remain confidential.

II. Special Items

A. Rock Island Academy... Presentation

Dr. Thomas Ryan, Principal, will give a presentation on Rock Island Academy.

III. Committee of the Whole

Mr. Jeff Dase, Deputy Superintendent, and Ms. Alicia Sanders, Director of Student Services, will give a presentation on supporting scholars with disabilities.

IV. Reports

- A. Board Members
- B. Superintendent
- C. RIEA President

V. Communications

Requests from persons wishing to speak on certain agenda items will be called upon at this time. Citizens may also use this time to address the Board of Education on items not on the agenda. Comments should be limited to three (3) minutes.

VI. Action of Routine Matters

- A. Approval of Additions and / or Deletions
- B. **Approval of Agenda... Action**
- C. Nomination for Future Agenda Items
- D. **Blanket Motion... Action**

Opportunity will be given for the selection of items that need no discussion to be

approved at the appropriate time on the agenda. The following items are recommended for the Blanket Motion:

1. Bills for Payment... Action

It is recommended that the Board of Education authorize bills for payment dated August 14, 2026, in the amount of \$8,634,996.33.

2. List of Donations... Actions

It is recommended that the Board of Education approve the attached list of donations.

3. Overnight Field Trip Requests... Action

It is recommended that the Board of Education approve the overnight field trip request from the Rock Island Girls Wrestling team to participate in the ISHA Girls State Tournament, departing January 28 and returning January 30, 2027. The exact location is yet to be determined.

It is recommended that the Board of Education approve the overnight field trip request from the Rock Island High School Boys Cross Country Team to participate in the ISHA State Cross Country Championship in Peoria, IL, departing November 6 and returning November 7, 2026.

It is recommended that the Board of Education approve the overnight field trip request from the Rock Island Boys Golf team to compete in the state series at Wedgewood Golf Course, Plainfield, IL, departing September 29 and returning September 30, 2026.

It is recommended that the Board of Education approve the overnight field trip request from the Rock Island Varsity Football team to participate in the state championship football game at Hancock Stadium, Normal, IL, departing November 27 and returning November 28, 2026.

4. Adult Meal and Milk Price Increase... Action

It is recommended that the Board of Education approve the adult meal price increase as presented for fiscal year 27.

5. Band & Orchestra Instrument Replacement (Phase 2)... Action

It is recommended that the Board of Education approve the purchase of instruments from Sweetwater, 5501 US HWY 30 W, Fort Wayne, IN for \$176,225.94 and account for additional spending district wide for a total not to exceed \$195,000 for fiscal year 27.

6. Board Policy Updates - Second Reading... Action

It is recommended that the Board of Education adopt the recommended updates and revisions to PRESS 122 as received from the Illinois Association of School Boards

policy service, as well as an RIMSD41 update to policy 7:325.

7. Fresh Fruit and Vegetable Program Recommendation... Action

It is recommended that the Board of Education approve an agreement with Loffredo Fresh Foods, 4001 SW 63rd Street, Des Moines, IA, to provide fresh fruits and vegetables to the district not to exceed \$215,950 for fiscal year 27.

8. Non-Certified Appointments... Action

It is recommended that the Board of Education approve the non-certified appointments of Savanna Billings, Lillian DePaolis, Toni Frere, Josefina Guzman, Ronda Medinger, Derriel Printy, Benita Pryor, Venessa Taylor, and Mackenzie Walker-Lee for the 2026 - 27 school year.

9. Non-Certified Internal Transfer... Action

It is recommended that the Board of Education approve the non-certified internal transfer of Samuel Mack for the 2026 - 27 school year.

10. Non-Certified Coach Appointment... Action

It is recommended that the Board of Education approve the non-certified coach appointment of Calvin Larson for the 2026 - 27 school year.

11. Certified Coach Appointment... Action

It is recommended that the Board of Education approve the certified coach appointment of Cameron Yeater for the 2026 - 27 school year.

12. Non-Certified Resignations... Action

It is recommended that the Board of Education accept the non-certified resignation of Elizabeth Saunders, a Library Paraprofessional at Earl Hanson Elementary School with four (4) years of service, effective 8/20/2026, and Charla Swift, a Special Education Paraprofessional at Edison Junior High School with three (3) years of service, effective 8/20/2026.

VII. Operations

A. Freedom of Information Act (FOIA) Requests... Information

The District received a FOIA request and responded within the required timeframe to Annika O'Melia, who requested any reports, findings, communications, and publicly available investigation documents related to board member Andrea Gilman and district employee Jeff Dase. The request included human resource materials related to Jeff Dase's administrative leaves and any internal investigation findings of school board member Andrea Gilman's conduct/behavior toward Mr. Dase.

The District received a FOIA request and responded within the required timeframe to Annika O'Melia, who requested any email correspondence from board members Andrea Gilman, Sue Crowder, and Isabel Peña about the hiring, firing, promotion, retention, discipline or other matters related to district employees or potential employees from April 1, 2026, through present.

The District received a FOIA request and responded within the required timeframe to Mike Adams, who requested clarification and location of the amended regular meeting minutes from the May 12, 2026 Board of Education meeting.

VIII. Personnel

A. Family and Community Engagement Liaison... Action

It is recommended that the Board of Education approve the appointment of Kaliya Colvin to the position of Family and Community Engagement Liaison for the 2026 - 2027 school year at a salary of \$48,902, prorated to start date.

B. Non-Certified Leave of Absence Request... Action

It is recommended that the Board of Education approve non-certified leave of absence during the 2026 - 27 school year of Jennifer Hickman, Paraprofessional at Washington Junior High School from August 21, 2026, to December 31, 2026.

C. Non-Certified Leave of Absence Request... Action

It is recommended that the Board of Education approve the non-certified leave of absence request during the 2026 - 27 school year of Selena Wellington, Paraprofessional at Rock Island Academy for a period of one year.

IX. Executive Session

It is recommended that the Board of Education move to executive session to discuss pending litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5

ILCS120/2(c)(11). In addition, to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1). 5 ILCS 120/2(c)(9): Student disciplinary cases. 5 ILCS 120/2(c)(10): The placement of individual students in special education programs and other matters relating to individual students.

X. Adjournment

ROCK ISLAND-MILAN SCHOOL DISTRICT #41

Rock Island Academy

August 25, 2026

Dr. Tom Ryan
Principal



2026-2027 Emphasis

Mission

To empower diverse learners in a safe and respectful environment.



Vision

To prepare all children for individual success by providing a safe and inclusive quality education within a multicultural community.



Expectations

I can be safe, I can be respectful,
I can be here and be ready.



About RIA

Current Enrollment

443

Languages

12

Certified Staff

43

Support Staff

20

Community Partner

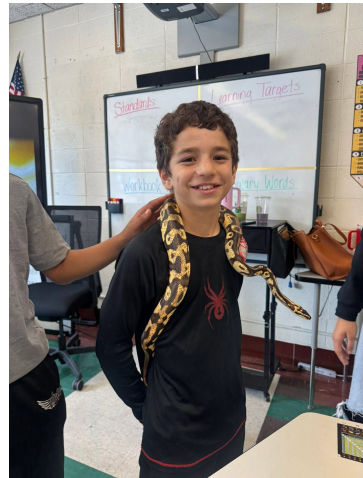
United Way Community in Schools



School Organization

Classrooms

- **3 Sections** of 3rd, 4th & 6th Grade
- **4 Sections** of K, 1st, 2nd & 5th Grade
- **4 Special Education Instructional Rooms**



Additional

- **6** Transitional Bilingual Education (TBE) Teachers
- **4.5** Transitional Bilingual Instruction (TBI) Teachers
- **3** Special Education Resource Teachers
- **3** Specials (PE, Music & Library)



Support Services

- **2** Counselors
- **2** Secretaries
- Paras, Psychologist, Social Worker, PT/OT, & United Way Partner





Construction Updates



Continuing With....

- Reading Revolution
 - Planting Seeds (K-2)
 - Read United
- Positive Behavior Interventions & Support (PBIS)
- Behavior Intervention Support Team (BIST)
- ROAR Houses
 - Respect
 - Opportunity
 - Attitude
 - Responsibility
- Improved Social Media Outreach
- Attendance Groups
- Terrific Kids (with Kiwanis)



10





New News!



Seven RIA Staff members attended a three day AVID training in Kansas City this Summer. 6th Grade will start this year with the basics of organization - Binders, Tuesday Take Home Folders and Note Taking. Staff will also incorporate Growth Mindset terminology.

Educational Epiphany and AVID will work hand in hand like PBIS and BIST.

It is not one more thing!

Q1 Goals (5Essentials)

- **Ambitious Instruction**
 - **Focus on Academic Language**
 - Consistently monitoring and providing high-quality feedback on high impact instructional strategies.
- **Family Engagement**
 - Focus on families as assets.
 - Continue to build FACE committee and events.
- **Leadership**
 - Focus on Peer Observations
- **Supportive Environment**
 - Focus on attendance with small group interventions for at risk students.



12



MAP Growth Targets

ELA

33%

Met Growth Targets 2025-26

MATH

35%

Met Growth Targets 2025-26

13



RIA Attendance Data



School Year 2023-2024

Chronic Absent: 36.4%
Attendance Percentage: 90.4%
Mobility: 22.6%
Total Enrollment: 504

School Year 2024-2025

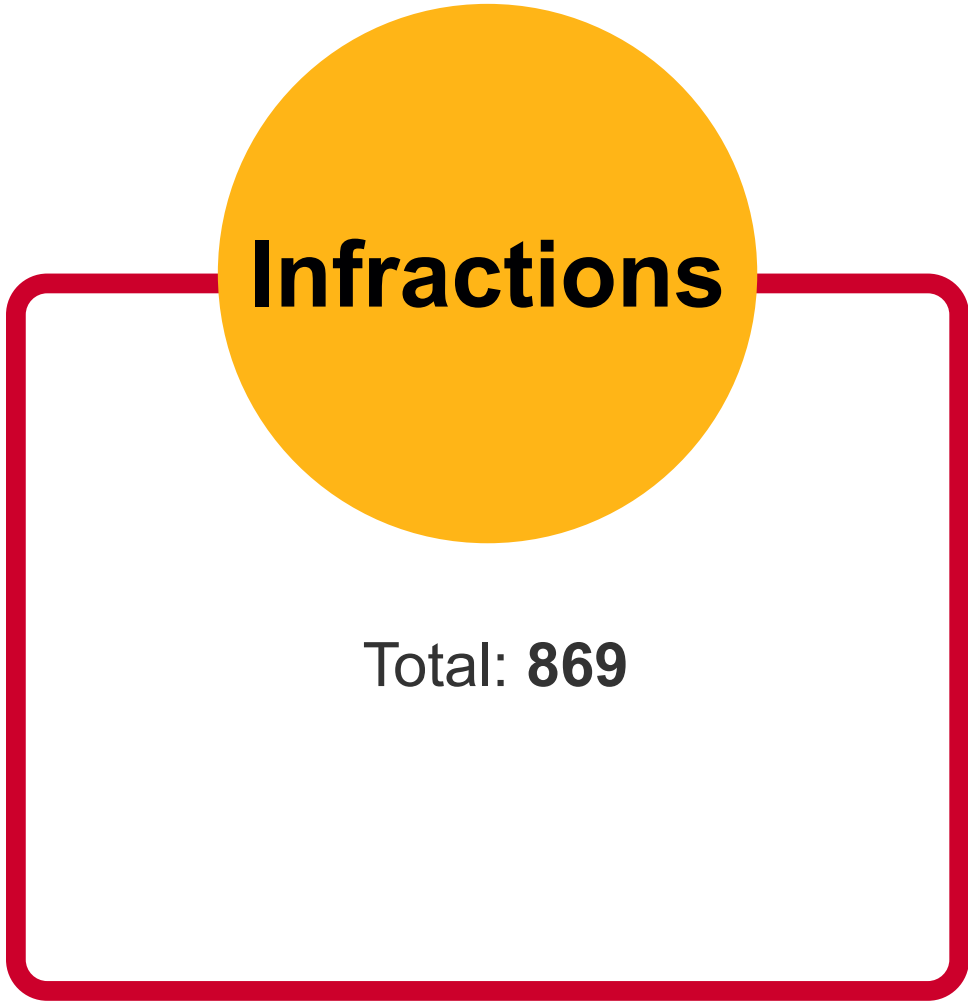
Chronic Absent: 34.4%
Attendance Percentage: 90.7%
Mobility: 21.5%
Total Enrollment: 542

School year 2025-2026

Chronic Absent: 41% (211 total students)
Attendance Percentage: 90.9%
Mobility: 16.9%
Total Enrollment: 508



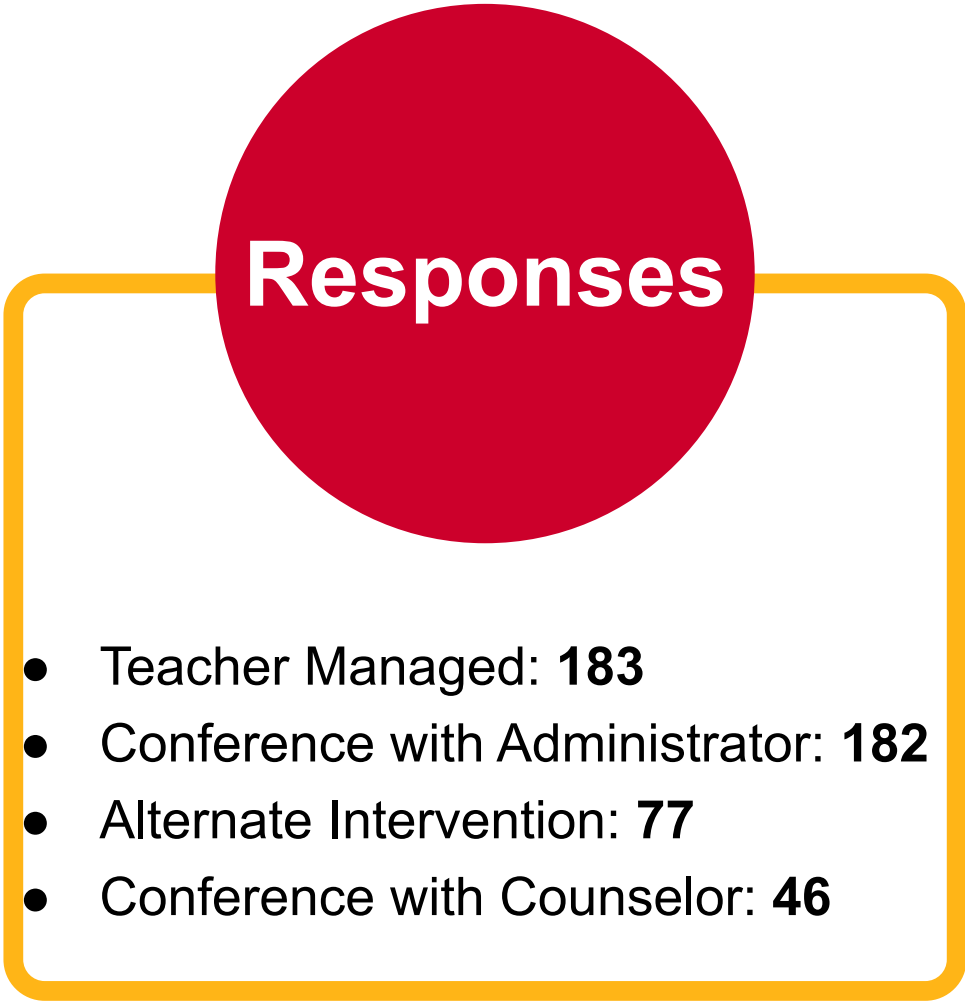
2025-26 Behavior Data



The 'Infractions' section features a yellow circle at the top with the word 'Infractions' in bold black text. Below the circle is a red rectangular frame containing the text 'Total: 869'.

Infractions

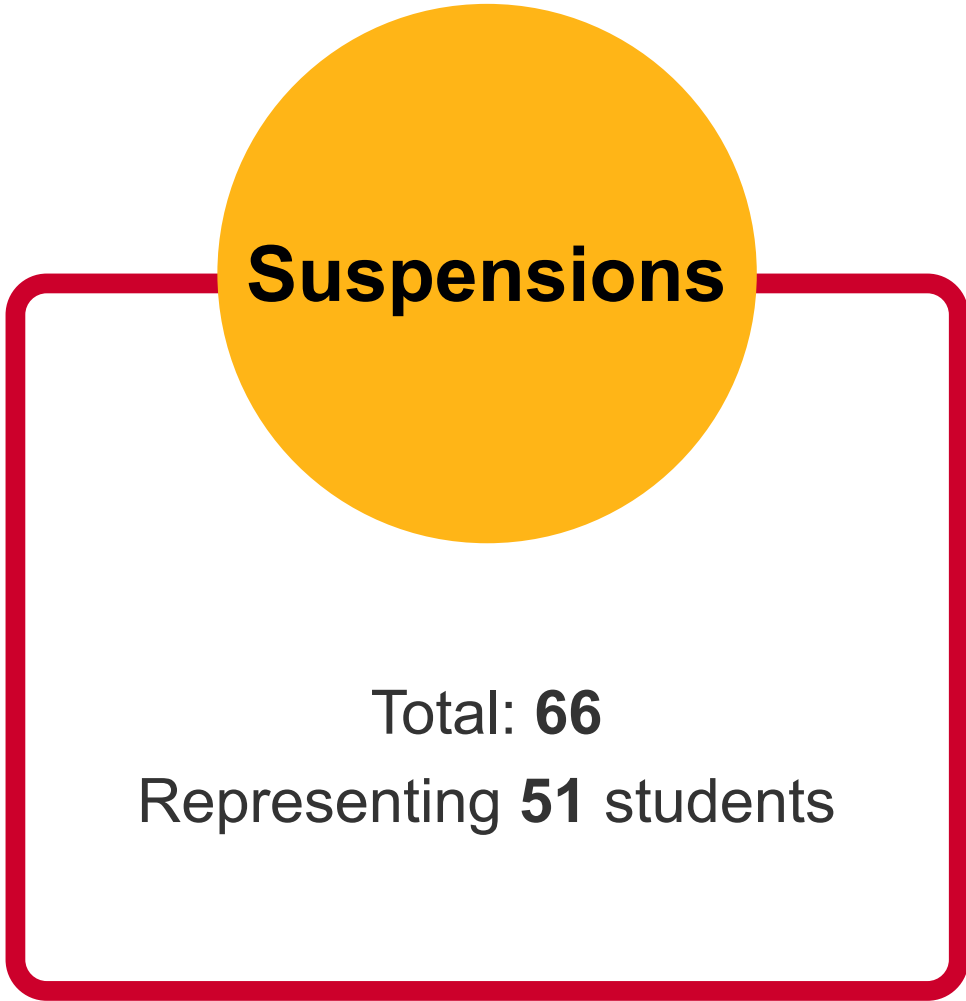
Total: 869



The 'Responses' section features a red circle at the top with the word 'Responses' in bold white text. Below the circle is a yellow rectangular frame containing a bulleted list of response types and counts.

Responses

- Teacher Managed: 183
- Conference with Administrator: 182
- Alternate Intervention: 77
- Conference with Counselor: 46



The 'Suspensions' section features a yellow circle at the top with the word 'Suspensions' in bold black text. Below the circle is a red rectangular frame containing the text 'Total: 66' and 'Representing 51 students'.

Suspensions

Total: 66
Representing 51 students



2026-27 Goals

Increase scholar proficiency on the Illinois Assessment of Readiness (IAR)

ELA: From 14% (preliminary score) to 22%

Math: From 7% (preliminary score) to 16%

Other areas of focus:

- **Scholars with Disabilities Proficiency & Performance**
- **Family Engagement & Supportive Academics**
- **Collaborative Leadership**
- **Consistent Attendance**

Scoring at or above proficiency on the Illinois Assessment of Readiness (IAR) means a scholar has met or exceeded the grade-level academic expectations for English Language Arts (ELA) or Mathematics. They demonstrate a solid understanding of the concepts and skills required at that grade and are well-prepared for success in the next grade level.



ROCK ISLAND-MILAN SCHOOL DISTRICT #41

Supporting Scholars with Disabilities: *A Districtwide Student Services Perspective*

Jeff Dase, Deputy Superintendent

Alicia Sanders, Director of Student Services

Nicole Berry, Early Childhood Director

Jennifer Fuhr, Elementary Special Education Coordinator

Christi Varnes, Secondary Special Education Coordinator

Mikki Edmonds, Special Services Liaison

August 25, 2026



Supporting Scholars with Disabilities

*Every scholar deserves access,
belonging, high expectations, and the
supports necessary to reach their
potential.*



Where Does Guidance for Serving Scholars with Disabilities Come From?

WHERE GUIDANCE COMES FROM

WHERE GUIDANCE COMES FROM	SOURCE	WHAT IT MEANS FOR OUR SCHOLARS
 FEDERAL LAW IDEA • Section 504 • ADA	↓	 RIGHTS & ACCESS Ensures civil rights and access to a free appropriate public education (FAPE).
 ILLINOIS REQUIREMENTS School Code • ISBE Regulations & Guidance	↓	 STATE EXPECTATIONS Sets requirements and guidance for serving students with disabilities.
 DISTRICT EXPECTATIONS Board Policy • Procedures • Practices	↓	 CONSISTENT PRACTICE Creates clear processes and consistent supports across our schools.
 INDIVIDUAL STUDENT NEEDS IEP • 504 Plan • Individualized Supports	↓	 STUDENT SUCCESS Individualized supports help students access, learn, grow, and reach their potential.
OUR GOAL:  ACCESS  BELONGING  GROWTH  INDEPENDENCE		



Our District Responsibility

We are responsible for ensuring:

Access

- ❑ Students have access to meaningful instruction.

Inclusion

- ❑ Students are valued members of their school community.

Individualization

- ❑ Supports are based on student needs.

Opportunity

- ❑ Students have access to the same opportunities as their peers.

Outcomes

- ❑ We monitor whether our supports are actually making a difference.



Who Are Our Scholars?

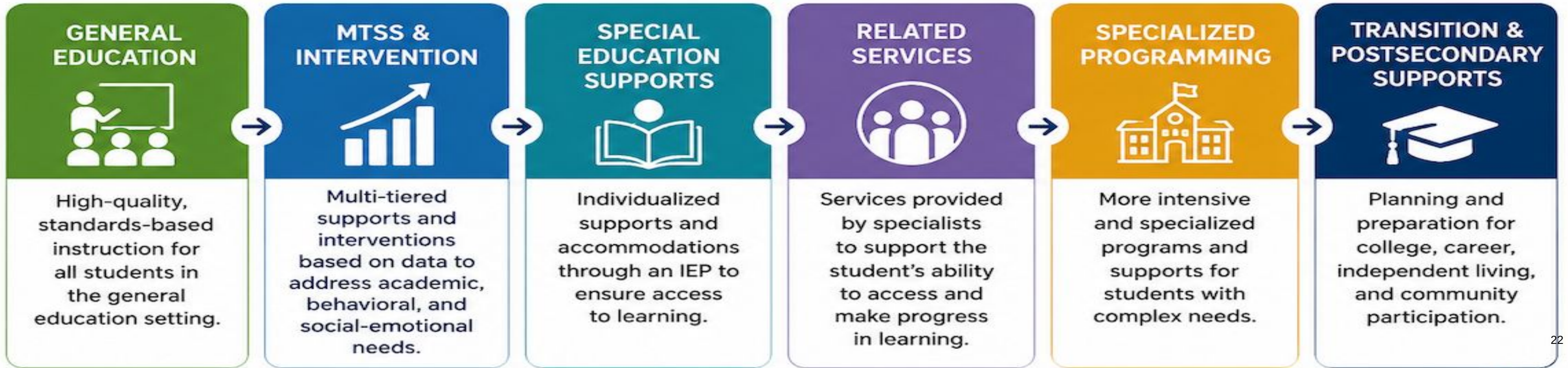


Data Source: DecisionEd
Date: August 17, 2026



CONTINUUM OF SERVICES

Meeting Students Where They Are. Supporting Them to Reach Their Full Potential.



Universal Supports

Targeted to Intensive Supports

OUR STUDENT SERVICES PARTNERSHIP NETWORK



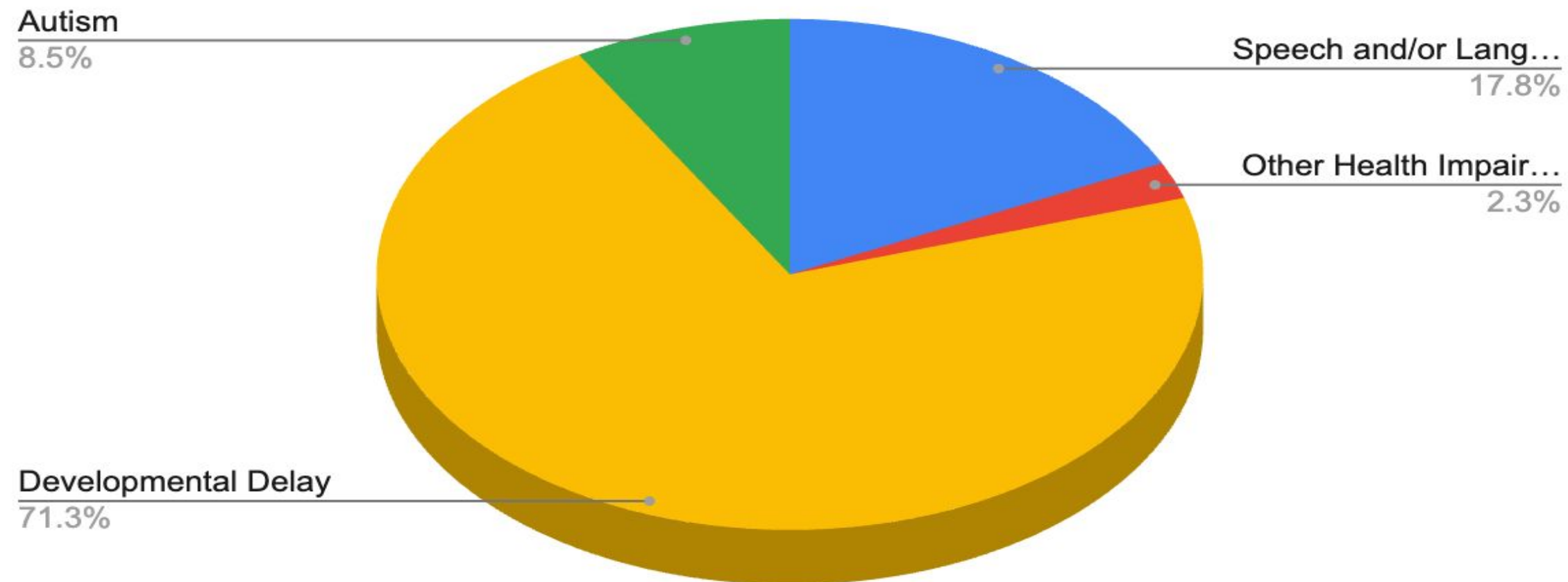
STUDENT SERVICES IS A CONTINUUM, NOT A COLLECTION OF SEPARATE DEPARTMENTS.

We collaborate across disciplines and systems to remove barriers, provide the right supports, and empower every scholar to learn, grow, and succeed.



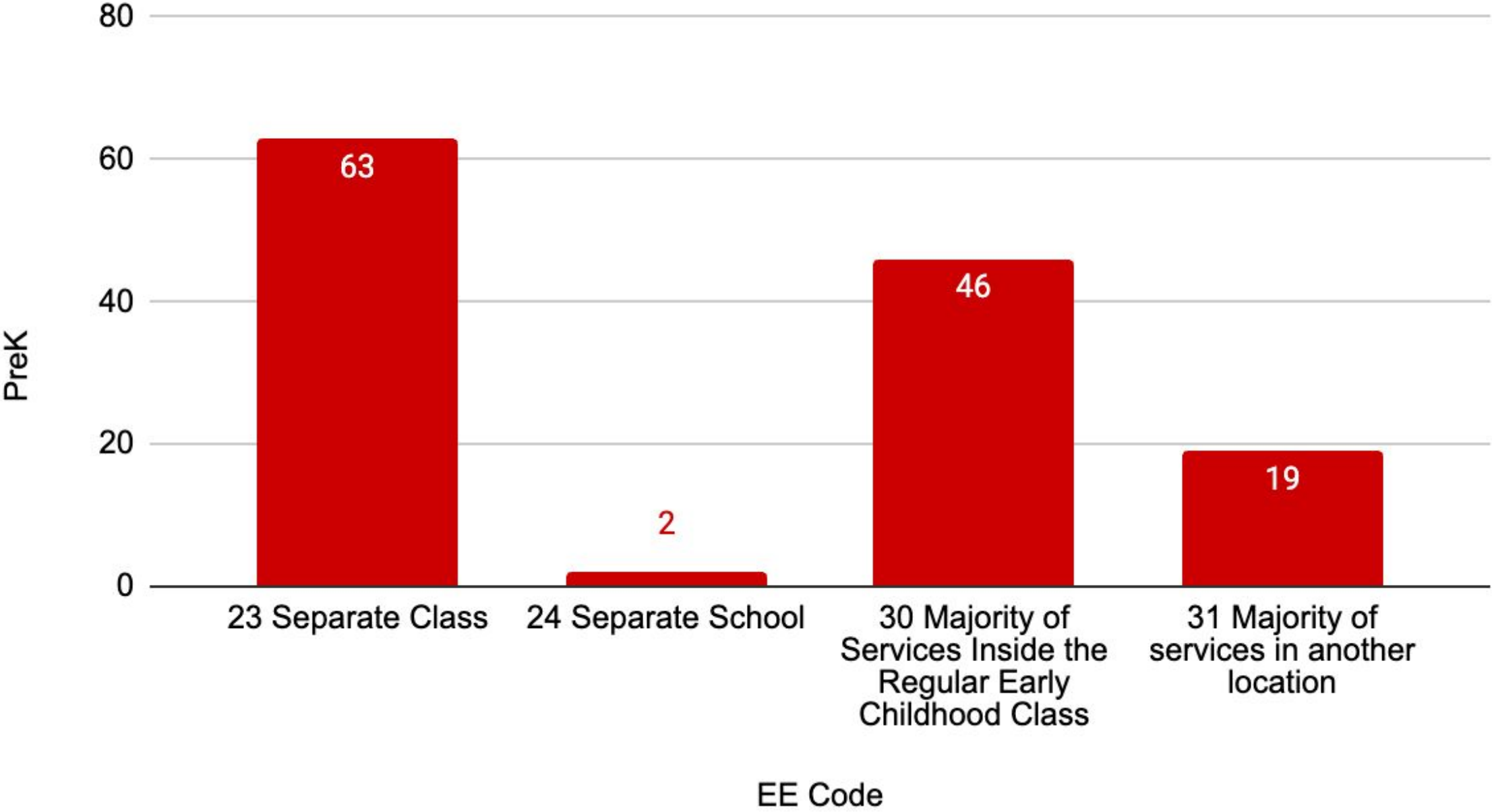
PreK Informational Data

PreK by Disability



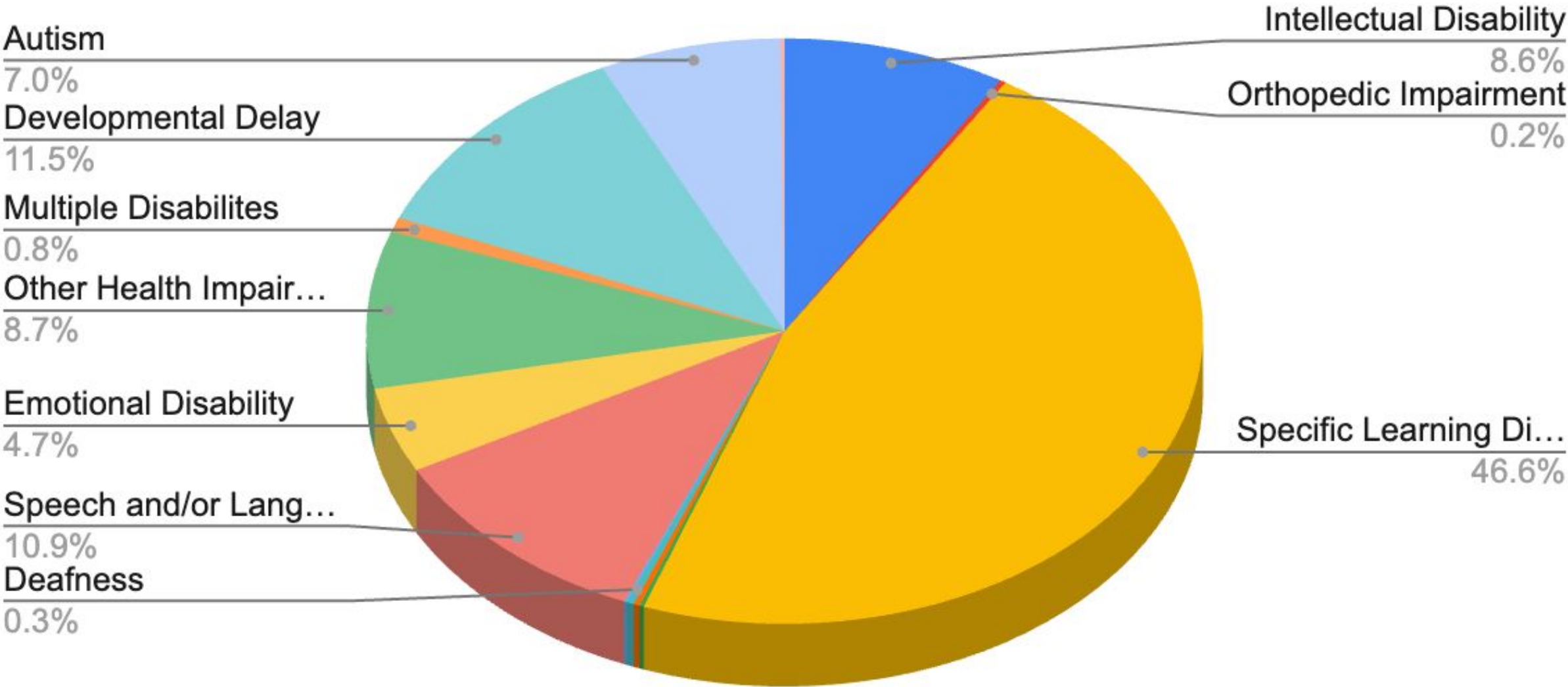
PreK Informational Data

PreK Count by Educational Environment Code



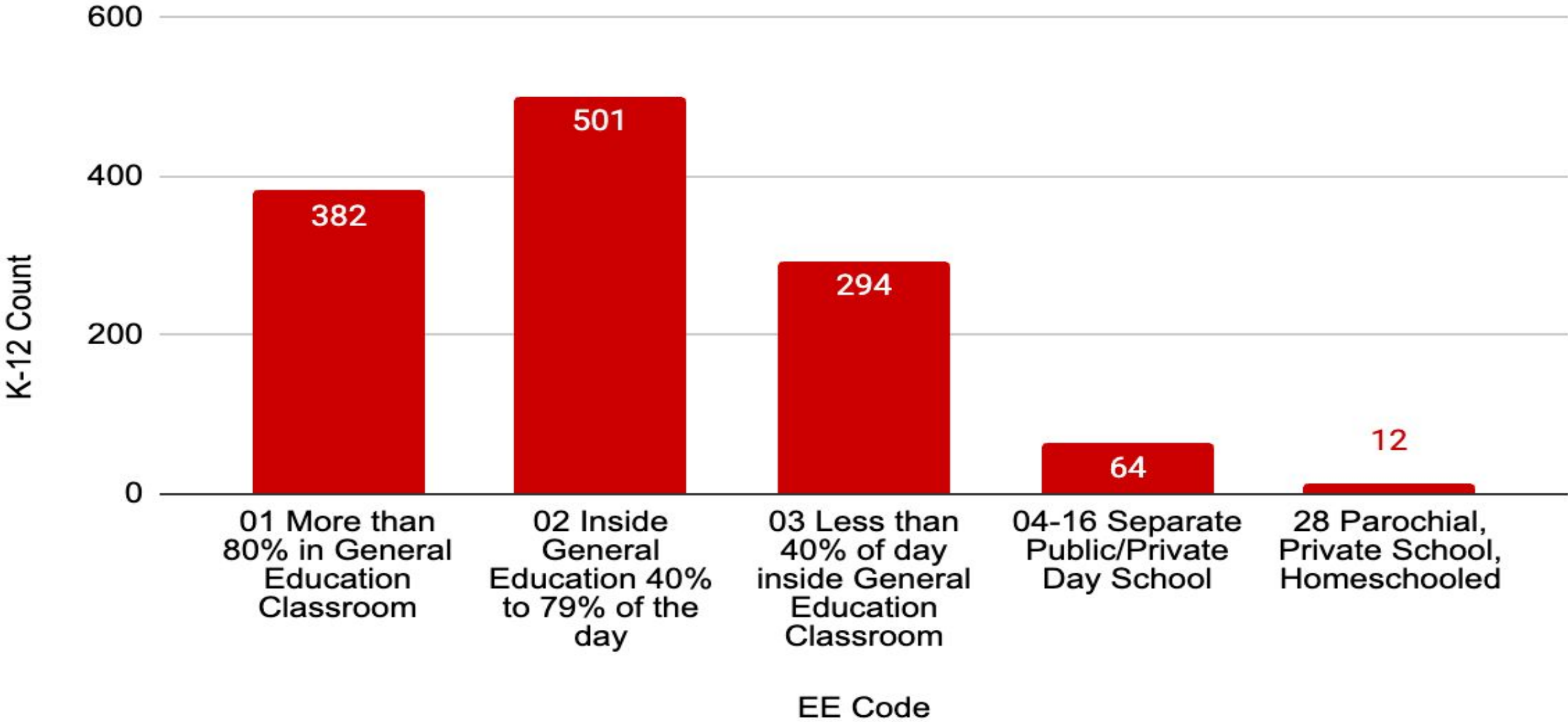
K-12 Informational Data

K-12 Count by Disability



K-12 Informational Data

K-12 Count by Educational Environment Code



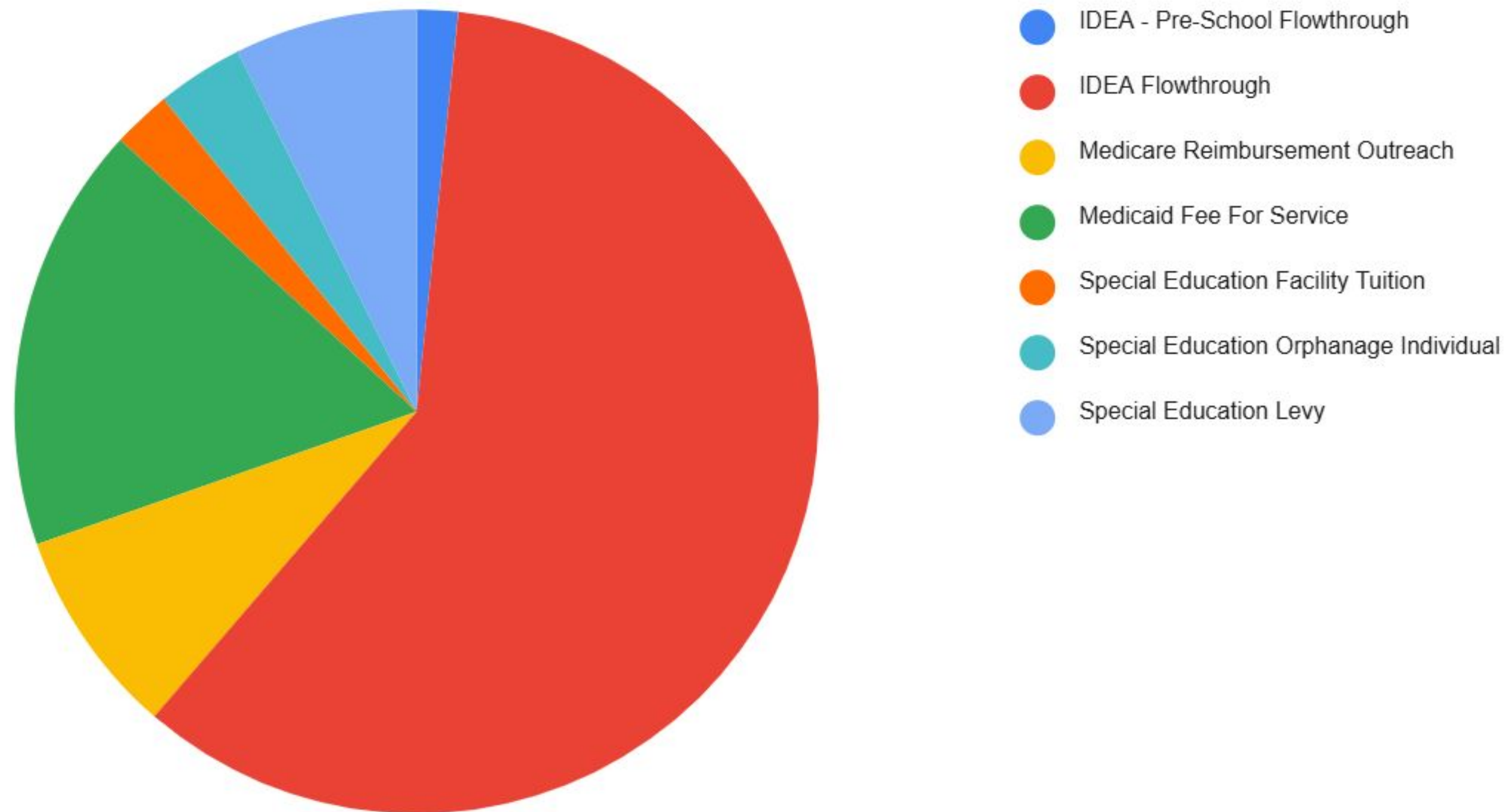
How are Special Education Services Funded?

IDEA - Pre-School Flowthrough	\$56,016.00	1.65%
IDEA Flowthrough	\$2,026,333.00	59.66%
Medicare Reimbursement Outreach	\$283,404.66	8.34%
Medicaid Fee For Service	\$582,967.04	17.16%
Special Education Facility Tuition	\$80,058.14	2.36%
Special Education Orphanage Individual	\$118,454.41	3.49%
Special Education Levy	\$249,434.17	7.34%
	\$3,396,667.42	100.00%

27



How are Special Education Services Funded?

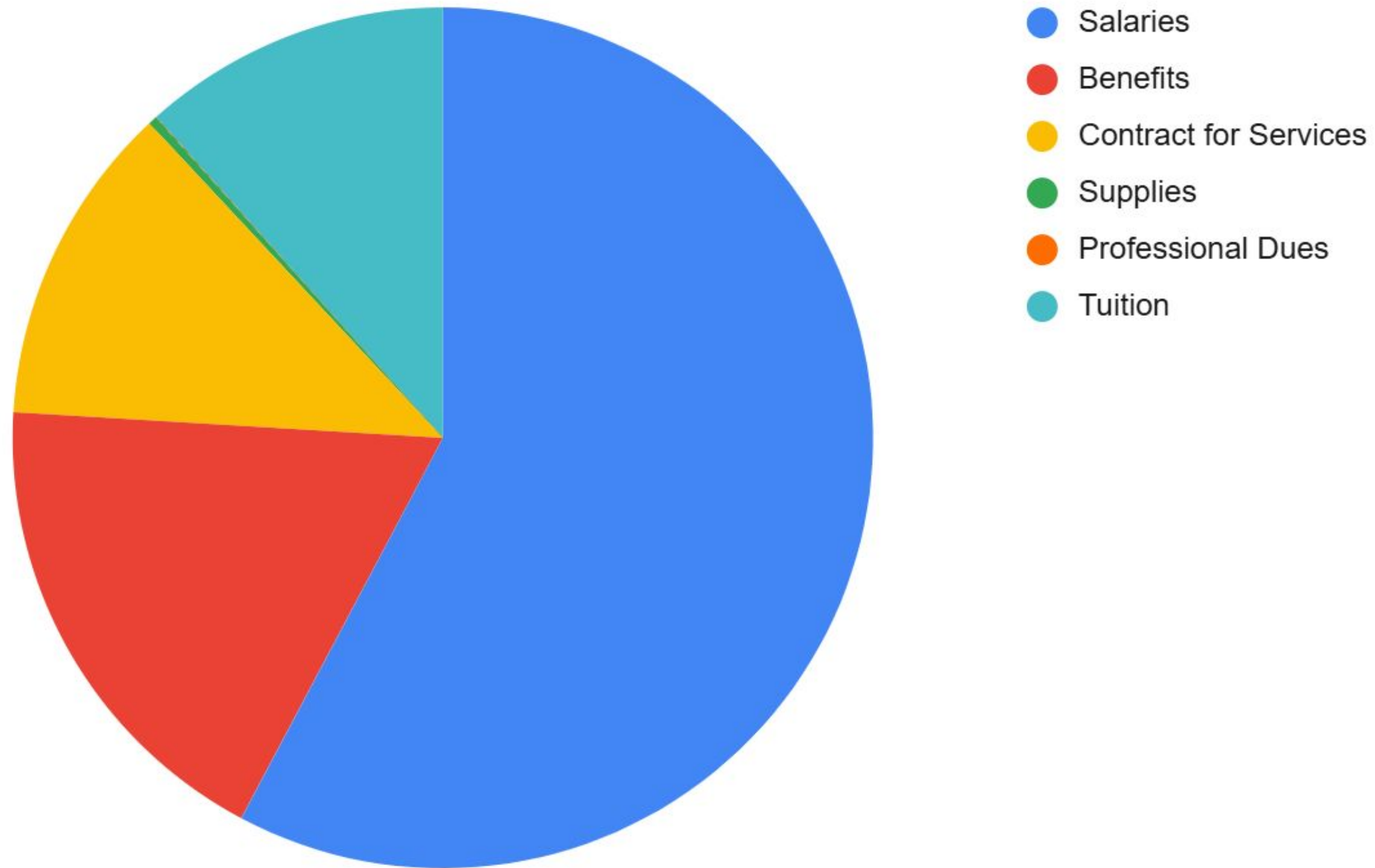


How are Special Education Services Expended?

Special Education Levy	\$18,843,141	89.14%
Medicare - Fee for Service	\$200,805	0.95%
IDEA Flowthrough	\$2,038,541	9.64%
IDEA - Pre-School Flowthrough	\$56,016	0.26%
	\$21,138,504	100.00%



How are Special Education Services Expended?



Summary

	Revenues	Expenditures	Difference
IDEA - Pre-School Flowthrough	\$56,016.00	\$56,016.24	\$ 0.24
IDEA Flowthrough	\$2,026,333.00	\$2,038,541.47	\$ 12,208.47
Medicare Reimbursement Outreach	\$283,404.66	\$0.00	\$ (283,404.66)
Medicaid Fee For Service	\$582,967.04	\$200,804.62	\$ (382,162.42)
Special Education Facility Tuition	\$80,058.14	\$0.00	\$ (80,058.14)
Special Education Orphanage Individual	\$118,454.41	0	\$ (118,454.41)
Special Education Levy	\$249,434.17	\$18,843,141.32	\$ 18,593,707.15
	\$3,396,667.42	\$21,138,503.65	\$ 17,741,836.23

31



Our Partnership with Out-of-District Programming

Our out-of district partnerships expand our continuum of support. The goal is always to provide the right program, the right supports, and the right opportunities for each scholar to grow.



Illinois School for the Visually Impaired (ISVI)

BHASSED Partnership Highlights

Specialized Programs
Related Services & Specialists
Behavior & Mental Health Supports
Transition Services
Professional Learning
Special Education Guidance
Shared Expertise & Resources



From Compliance to Student Outcomes

Building Level PLCs - Progress monitoring, data analysis, goal setting and alignment, student programming needs.

District Case Manager PLC - District alignment of processes & procedures, transition planning, post-secondary goals.

CPI Training - District alignment of de-escalation techniques.

K-6 Direct Instruction - Updated materials and job-embedded professional development for special education teachers and paraprofessionals.

33

Access to Foundational Curriculum - District wide grade level access to general education curriculum and instruction.

Student Services PLC - Solution focused participation of psychologists, school social workers

Designated School Improvement Schools - Secondary co-teaching professional development and creation of district wide expectations and protocols, partnership with CEC (*Catalyst for Educational Change*)



What We're Seeing in Our Schools

Strengths

- ❑ **Inclusive Services:** Provide special education inclusion services within all general education PreK classrooms serving scholars with IEPs.
- ❑ **Consistent Support:** Ensure Head Start teachers and scholars have consistent access to a special education teacher as a resource.
- ❑ **Collaboration:** Partner with classroom staff to identify and address individual student needs.
- ❑ **Teacher Support:** Provide guidance, intervention strategies, and practical recommendations to strengthen classroom instruction.
- ❑ **Inclusive Practices:** Build staff capacity to support scholars with disabilities within the general education environment.
- ❑ **Student Outcomes:** Promote meaningful participation, access to learning, and growth for every scholar.



What We're Seeing in Our Schools



Areas for Growth

- ❑ **Increase Inclusion:** Expand special education inclusion services across general education classrooms serving scholars with IEPs.
- ❑ **Strengthen Access:** Ensure scholars with disabilities have consistent access to grade-level instruction and learning opportunities.
- ❑ **Build Teacher Capacity:** Provide general education teachers with ongoing access to special education expertise and support.
- ❑ **Increase Collaboration:** Strengthen co-planning and collaboration between general and special education staff.
- ❑ **Targeted Support:** Use student data to identify individual needs and provide appropriate interventions and strategies.
- ❑ **Promote Inclusive Practices:** Increase the use of evidence-based strategies that support participation, engagement, and independence.
- ❑ **Focus on Outcomes:** Connect provider services and supports to measurable **student growth, achievement, and skill development.**

35



Our Focus Moving Forward

Access

Meaningful access to grade-level instruction

Belonging

Students are valued members of their school community

Growth

Academic, behavioral, social-emotional and functional growth

Preparation

College, career, independence and life after high school

36



Thank you for your continued support...

We will continue to:

- ❑ Maintain high expectations.
- ❑ Remove barriers to learning.
- ❑ Strengthen inclusive practices.
- ❑ Support our educators.
- ❑ Partner with families.
- ❑ Use data to drive improvement.
- ❑ Prepare students for life beyond RIMSD 41.



Discussion Prompts

1. Where do we see opportunities to improve LRE and inclusive opportunities?
2. What outcome measures should the Board regularly monitor beyond compliance?
3. Where are staffing, programming, or professional learning needs creating barriers to quality services?
4. How do we know that an IEP is not simply compliant, but effectively implemented?
5. How can we strengthen proactive supports rather than responding only when a student is in crisis?
6. How do we ensure families feel like partners in the educational process, rather than participants only when there is a problem?
7. Are we communicating clearly about services, progress, concerns, and available supports?
8. What could we do differently to build greater trust with families of scholars with disabilities?
9. Where do we see disproportionality in identification, placement, discipline, or access to opportunities?



SUMMARY OF CHECKS AND WIRES
August 14, 2026

COMPUTERIZED CHECK RUN

EDUCATION

Ed Fund CHECKS

V209158-V209220

Education	\$	349,880.91
Transportation	\$	48,288.55
Debt Service Fund		
Capital Projects	\$	2,647,936.62
Life Safety		
Tort Immunity	\$	44,319.00
	\$	3,090,425.08

Ed Fund ACH

VA4849-VA4914

Education	\$	360,128.88
Transportation		
Debt Service Fund		
Capital Projects	\$	27,608.88
Life Safety		
Tort Immunity	\$	13,389.00
	\$	401,126.76

TOTAL EDUCATION **\$ 3,491,551.84**

O&M

O&M CHECKS

B39146-B39170 \$ 49,160.53

O&M Fund ACH

BA725-BA735 \$ 66,663.11

TOTAL O&M **\$ 115,823.64**

HEALTH

Health Fund CHECKS

Health Fund ACH

HA87-HA88 \$ 2,070,044.67

TOTAL HEALTH **\$ 2,070,044.67**

TOTAL COMPUTERIZED CHECK RUN **\$ 5,677,420.15**

WIRES

Ed, Bldg, Tort Salary Checks	\$	2,055,858.23
Federal Income Tax	\$	283,201.00
OASDI/Medicare	\$	169,748.42
State Withholdings	\$	122,845.90
Teacher's Retirement Systems/IMRF	\$	259,829.39
Employee Deductions	\$	66,093.24

Benefits Payments

TOTAL WIRES **\$ 2,957,576.18**

GRAND TOTAL **39** **\$ 8,634,996.33**

ROCK ISLAND SCHOOLS

Page 1 of 6

08/14/2026

4:19:21 PM

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
4849	08/20/2026	ACH	P - 96998	ADAMSON, LESLIE KRISTINE	87.23
4850	08/20/2026	ACH	P - 97348	BALDWIN, ALYSON D	747.27
4851	08/20/2026	ACH	P - 07818	CLARK, LANCE ROBERT	695.58
4852	08/20/2026	ACH	P - 96303	COOK-BEHRENS, CAREY LYNN	18.47
4853	08/20/2026	ACH	P - 07347	DI IULIO, JOSEPH V	721.73
4854	08/20/2026	ACH	P - 95252	DIXON, RAMONA B	730.16
4855	08/20/2026	ACH	P - 96561	FOREST, EMMA KATHLEEN	892.76
4856	08/20/2026	ACH	P - 97100	HOLTROP, JOCELYN LESLIE	19.76
4857	08/20/2026	ACH	P - 95260	IRISH, LAURA B	161.07
4858	08/20/2026	ACH	P - 04235	JACKSON, JENNIFER REBECCA	279.97
4859	08/20/2026	ACH	P - 05800	JOHNSON, JENNIFER R	717.01
4860	08/20/2026	ACH	P - 03339	JORGENSEN, KIRSTEN M	120.00
4861	08/20/2026	ACH	P - 96559	LAPP, BECKY LYNN	179.14
4862	08/20/2026	ACH	P - 06596	LONIAN, KRISTA J	521.88
4863	08/20/2026	ACH	P - 07846	MACKENNA, ELIZABETH A	1,138.46
4864	08/20/2026	ACH	P - 04786	MARTIN, MELISSA JEAN	285.10
4865	08/20/2026	ACH	P - 06354	MATSON, VALERIE ANN	139.74
4866	08/20/2026	ACH	P - 06237	MCDONALD, MICHELE A	221.08
4867	08/20/2026	ACH	P - 95231	MCGREEVEY, MOLLY K	83.75
4868	08/20/2026	ACH	P - 05735	MCKINLEY, BETH LEE ANN	716.94
4869	08/20/2026	ACH	P - 96825	MENSEN, BRITTNEY ANN	268.67
4870	08/20/2026	ACH	P - 95387	MERTEL, MICHAEL DUANE	27.00
4871	08/20/2026	ACH	P - 97272	MEYERS, LAURA L	36.18
4872	08/20/2026	ACH	P - 97268	MOORE, DOMINIQUE P	588.64
4873	08/20/2026	ACH	P - 07847	NUNN, SARAH E	158.39
4874	08/20/2026	ACH	P - 03200	POTERACK, TONIA R	60.95
4875	08/20/2026	ACH	P - 96567	RISDEN-RICE, PAULETTE KAY	5.99
4876	08/20/2026	ACH	P - 96769	RUBY, AMBR MAE	598.26
4877	08/20/2026	ACH	P - 96172	SCHNECKLOTH, MICHELLE L	254.61
4878	08/20/2026	ACH	P - 97149	SHANNON, AARON DANIEL	244.06
4879	08/20/2026	ACH	P - 97191	THOMPSON, PAULA JO	11.02
4880	08/20/2026	ACH	P - 07586	VERSLUIS, CHRISTOPHER T	133.73
4881	08/20/2026	ACH	P - 07711	WEBER, AMANDA LYNNE	737.39
4882	08/20/2026	ACH	P - 95054	WENTHE, KELLEY M	53.96
4883	08/20/2026	ACH	P - 97266	WHITING, ANNAKA M	3,204.00
4884	08/20/2026	ACH	P - 03167	ZARLATANES, JULIE R	167.38
4885	08/20/2026	ACH	P - 95406	ZERO, AMY L	905.36

Total No. of Checks : 37

Total Amount : 15,932.69

ROCK ISLAND SCHOOLS

Page 2 of 6
08/14/2026
4:19:21 PM

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
209158	08/14/2026	Check	V - 21599	4IMPRINT, INC.	810.68
209159	08/14/2026	Check	V - 10001	A & A AIR REFRIGERATION	330.00
209160	08/14/2026	Check	V - 23767	A & M PRODUCTS COMPANY	332.00
209161	08/14/2026	Check	V - 26276	ACCIDENT FUND INSURANCE COMPANY OF AMERICA	44,319.00
209162	08/14/2026	Check	V - 11013	AFSCME COUNCIL 31	2,173.23
209163	08/14/2026	Check	V - 19097	ARMSTRONG SYSTEMS & CONSULTING	176.00
209164	08/14/2026	Check	V - 21670	B.E. PUBLISHING	4,690.00
209165	08/14/2026	Check	V - 24732	BACKGROUND INVESTIGATION BUREAU, LLC	19.45
209166	08/14/2026	Check	V - 19533	BRADLEY UNIVERSITY	2,500.00
209167	08/14/2026	Check	V - 26662	BUSH SPORTS TURF, LLC	1,372,750.00
209168	08/14/2026	Check	V - 25667	CERTIFIED CLEANING SERVICES, INC.	1,050.00
209169	08/14/2026	Check	V - 26317	COLUMN SOFTWARE PBC	70.84
209170	08/14/2026	Check	V - 26324	DUKE FOODS LLC.	2,805.00
209171	08/14/2026	Check	V - 26462	EDUCATIONAL EPIPHANY LLC	7,500.00
209172	08/14/2026	Check	V - 26155	EDUTYPING	1,677.90
209173	08/14/2026	Check	V - 24904	FLORIDA STATE DISBURSEMENT UNIT	40.76
209174	08/14/2026	Check	V - 11475	HY-VEE FOOD STORE	525.42
209175	08/14/2026	Check	V - 11738	ILLINOIS ASSOCIATION OF SCHOOL BOARDS	1,210.00
209176	08/14/2026	Check	V - 24570	IL DEPT. OF CENTRAL MANAGEMENT SVCS	650.00
209177	08/14/2026	Check	V - 14359	QUAD CITIES CHAMBER OF COMMERCE	810.00
209178	08/14/2026	Check	V - 11015	IMRF ACCOUNT	12,628.85
209179	08/14/2026	Check	V - 19196	IOWA STATE UNIVERSITY	2,500.00
209180	08/14/2026	Check	V - 10441	JOHANNES BUS SERVICE INC.	52,902.12
209181	08/14/2026	Check	V - 15019	JUNIOR ACHIEVEMENT OF THE HEARTLAND	1,350.00
209182	08/14/2026	Check	V - 12092	KING FOOD SERVICE, INC.	1,164.00
209183	08/14/2026	Check	V - 19769	KIWANIS INTERNATIONAL - ROCK ISLAND	90.00
209184	08/14/2026	Check	V - 26427	LA FLAMA	682.00
209185	08/14/2026	Check	V - 26494	LINCOLN RETIREMENT SERVICES COMPANY, LLC	14,548.93
209186	08/14/2026	Check	V - 26438	LOGAN RIVER ACADEMY	1,804.00
209187	08/14/2026	Check	V - 26368	LOU FUSZ NISSAN OF MOLINE	3,108.02
209188	08/14/2026	Check	V - 25241	MARCO TECHNOLOGIES, LLC	159.54
209189	08/14/2026	Check	V - 26545	METADOT CORPORATION	10,368.00
209190	08/14/2026	Check	V - 25314	MYSTERY SCIENCE INC	16,191.00
209191	08/14/2026	Check	V - 21799	NABSE	1,600.00
209192	08/14/2026	Check	V - 25881	NAVIGATE 360, LLC	25,333.45

ROCK ISLAND SCHOOLS

Page 3 of 6
08/14/2026
4:19:21 PM

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
209193	08/14/2026	Check	V - 19067	NSBA - NATIONAL SCHOOL BOARD ASSOC.	1,000.00
209194	08/14/2026	Check	V - 23525	OLDE TOWNE BAKERY	121.25
209195	08/14/2026	Check	V - 24456	ONE STEP INC	2,116.00
209196	08/14/2026	Check	V - 19416	PAPA JOHN'S OF IOWA	1,164.50
209197	08/14/2026	Check	V - 11658	ROCK ISLAND FITNESS AND	924.80
209198	08/14/2026	Check	V - 10721	ROCK ISLAND BOARD OF EDUCATION	40.00
209199	08/14/2026	Check	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	75,629.63
209200	08/14/2026	Check	V - 20536	ROCK ISLAND PARKS AND RECREATION DEPT.	18,231.00
209201	08/14/2026	Check	V - 23239	RUSSELL CONSTRUCTION COMPANY	1,275,186.62
209202	08/14/2026	Check	V - 24126	SCHOOL DATEBOOKS, INC	1,378.03
209203	08/14/2026	Check	V - 25818	SENROR WOOLY LLC	567.15
209204	08/14/2026	Check	V - 24411	SHRED-IT USA	600.51
209205	08/14/2026	Check	V - 26145	SNAP RAISE SNAP	2,800.00
209206	08/14/2026	Check	V - 26612	SNO SITES	1,050.00
209207	08/14/2026	Check	V - 23774	SOLUTION TREE, INC.	799.00
209208	08/14/2026	Check	V - 26106	STEAM ON WHEELS	5,206.00
209209	08/14/2026	Check	V - 24190	SWEETWATER SOUND, LLC	5,259.11
209210	08/14/2026	Check	V - 26548	THE CERAMIC SHOP	47.38
209211	08/14/2026	Check	V - 20539	TRANSITIONS	973.00
209212	08/14/2026	Check	V - 15158	TRI CITY EQUIPMENT CO	545.82
209213	08/14/2026	Check	V - 26017	TROPHY WORLD, INC.	19.00
209214	08/14/2026	Check	V - 25451	TRUGREEN LP	1,036.51
209215	08/14/2026	Check	V - 21311	ULINE, INC.	1,485.43
209216	08/14/2026	Check	V - 25969	THE UNIVERSITY OF ARIZONA GLOBAL CAMPUS	150.00
209217	08/14/2026	Check	V - 20598	VERIZON WIRELESS	2,132.28
209218	08/14/2026	Check	V - 26615	VIRTUAL DRIVER INTERACTIVE	96,850.00
209219	08/14/2026	Check	V - 24843	WI SCTF	100.00
209220	08/14/2026	Check	V - 10945	XEROX CORPORATION	6,141.87

Total No. of Checks : 63

Total Amount : 3,090,425.08

ROCK ISLAND SCHOOLS

Page 4 of 6
08/14/2026
4:19:21 PM

CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
725	08/20/2026	ACH	P - 95500	FILLMER, SUSAN K	15.12
726	08/20/2026	ACH	P - 96790	LOHMANN, RALPH AUGUST	93.48
727	08/20/2026	ACH	P - 97290	NIMMERS, TROY L	44.62
Total No. of Checks : 3				Total Amount :	153.22

ROCK ISLAND SCHOOLS

Page 5 of 6
08/14/2026
4:19:21 PM

CHECK REGISTER FOR BH OBM - OBM CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
39146	08/14/2026	Check	V - 23054	REPUBLIC SERVICES	14,552.73
39147	08/14/2026	Check	V - 12747	B & B HARDWARE	145.12
39148	08/14/2026	Check	V - 25870	CAMPOS #3 INC	836.96
39149	08/14/2026	Check	V - 26490	CONSOLIDATED ELECTRICAL DISTRIBUTORS, INC.	161.80
39150	08/14/2026	Check	V - 26489	DOORS, INC	195.00
39151	08/14/2026	Check	V - 11230	ILLINOIS ASBO	790.00
39152	08/14/2026	Check	V - 23196	ILLINOIS OFFICE OF THE STATE FIRE MARSHAL	75.00
39153	08/14/2026	Check	V - 23161	L&L FLOORCOVERINGS, INC.	50.00
39154	08/14/2026	Check	V - 26427	LA FLAMA	682.00
39155	08/14/2026	Check	V - 18292	LOWE'S	122.52
39156	08/14/2026	Check	V - 26488	MECHANICAL SERVICE, INC.	1,659.19
39157	08/14/2026	Check	V - 14673	MENARDS, INC.	498.80
39158	08/14/2026	Check	V - 19100	NORTHWEST MECHANICAL	691.50
39159	08/14/2026	Check	V - 26672	PEST CONTROL CONSULTANTS IOWA, LLC	699.00
39160	08/14/2026	Check	V - 24758	PILLAR EQUIPMENT, INC	87.60
39161	08/14/2026	Check	V - 22570	PRO CLEAN CAR WASH AND DETAILING	12.00
39162	08/14/2026	Check	V - 17204	REGALIA MANUFACTURING COMPANY	412.00
39163	08/14/2026	Check	V - 26646	RUSSO POWER EQUIPMENT	1,163.96
39164	08/14/2026	Check	V - 23326	SHERWIN WILLIAMS	201.28
39165	08/14/2026	Check	V - 19678	TERRACON CONSULTANTS, INC.	2,750.00
39166	08/14/2026	Check	V - 15967	TRANE	1,136.25
39167	08/14/2026	Check	V - 25451	TRUGREEN LP	3,900.00
39168	08/14/2026	Check	V - 21311	ULINE, INC.	13,584.24
39169	08/14/2026	Check	V - 26584	UNIFIRST HOLDINGS, INC.	4,438.46
39170	08/14/2026	Check	V - 20598	VERIZON WIRELESS	315.12

Total No. of Checks : 25

Total Amount : 49,160.53

ROCK ISLAND SCHOOLS

Page 6 of 6
08/14/2026
4:19:21 PM

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	: 2027
FY Period - Task	: 2 - A1
Start Due Date	: None
End Due Date	: None
Check Date	: 08/14/2026
Reprint Check Date	: None
Separate Check for Each Fund	: No
Group By	: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE
Sort By	: VENDOR_SHORT_NAME
Sort Employee Checks By Pay Location	: No

ROCK ISLAND SCHOOLS

Page 1 of 3
08/14/2026
4:19:35 PM

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
4886	08/20/2026	ACH	V - 24888	AMPLIFY EDUCATION INC	1,425.00
4887	08/20/2026	ACH	V - 26513	BSN SPORTS LLC	2,026.70
4888	08/20/2026	ACH	V - 10131	CAROLINA BIOLOGICAL SUPPLY	1,429.27
4889	08/20/2026	ACH	V - 25637	CODEHS, INC.	2,730.00
4890	08/20/2026	ACH	V - 25711	CULLIGAN OF DAVENPORT	35.40
4891	08/20/2026	ACH	V - 25757	IMAGINE LEARNING LLC	7,225.17
4892	08/20/2026	ACH	V - 26108	EMPIRICAL EDUCATION, INC.	11,136.08
4893	08/20/2026	ACH	V - 16421	FRANCZEK PC	13,389.00
4894	08/20/2026	ACH	V - 23942	FRONTLINE EDUCATION	88,808.99
4895	08/20/2026	ACH	V - 25049	GREAT MINDS PBC	7,010.74
4896	08/20/2026	ACH	V - 17235	GREENWOOD CLEANING SYSTEMS, IN	3,161.23
4897	08/20/2026	ACH	V - 26485	IDG ARCHITECTS + PARTNERS INC	13,654.60
4898	08/20/2026	ACH	V - 24935	JUMPCLOUD INC.	16,564.80
4899	08/20/2026	ACH	V - 24908	KOHL WHOLESALE	69,695.48
4900	08/20/2026	ACH	V - 25213	LEGAT ARCHITECTS, INC	13,954.28
4901	08/20/2026	ACH	V - 20508	NCS PEARSON INCORPORATED	5,108.20
4902	08/20/2026	ACH	V - 25409	OPEN UP RESOURCES	38,185.00
4903	08/20/2026	ACH	V - 24189	THE OUTHOUSE	115.00
4904	08/20/2026	ACH	V - 26008	PAN-O-GOLD BAKING CO.	2,151.00
4905	08/20/2026	ACH	V - 24053	PRAIRIE FARMS DAIRY	879.52
4906	08/20/2026	ACH	V - 24216	PROJECT LEAD THE WAY, INC	3,200.00
4907	08/20/2026	ACH	V - 15821	RENAISSANCE LEARNING, INC.	3,314.83
4908	08/20/2026	ACH	V - 25669	SAVVAS LEARNING COMPANY LLC	19,000.00
4909	08/20/2026	ACH	V - 23947	TEACHSTONE	290.00
4910	08/20/2026	ACH	V - 25741	TRAFERA, LLC	53,340.00
4911	08/20/2026	ACH	V - 26256	VERIFENT	750.00
4912	08/20/2026	ACH	V - 19107	WORTHINGTON DIRECT	5,581.95

Total No. of Checks : 27

Total Amount : 384,162.24

ROCK ISLAND SCHOOLS

Page 2 of 3
08/14/2026
4:19:35 PM

CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
728	08/20/2026	ACH	V - 20498	B&B DRAIN TECH, INC.	109.00
729	08/20/2026	ACH	V - 17235	GREENWOOD CLEANING SYSTEMS, IN	14,842.19
730	08/20/2026	ACH	V - 26598	J & M HARDWARE INC	446.43
731	08/20/2026	ACH	V - 24527	JOHNSON CONTROLS FIRE PROTECTION HOLDINGS LLC	7,577.70
732	08/20/2026	ACH	V - 10568	KONE INC.	225.89
733	08/20/2026	ACH	V - 24232	LAKEWOOD ELECTRIC & GENERATOR SVC, INC	19,060.00
734	08/20/2026	ACH	V - 23695	MIDWEST ALARM SERVICES	9,938.84
Total No. of Checks : 7					Total Amount : 52,200.05

ROCK ISLAND SCHOOLS

Page 3 of 3
08/14/2026
4:19:35 PM

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	: 2027
FY Period - Task	: 2 - A2
Start Due Date	: None
End Due Date	: None
Check Date	: 08/14/2026
Reprint Check Date	: None
Separate Check for Each Fund	: No
Group By	: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE
Sort By	: VENDOR_SHORT_NAME
Sort Employee Checks By Pay Location	: No

ROCK ISLAND SCHOOLS

Page 1 of 4
08/14/2026
4:19:53 PM

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
4913	08/19/2026	ACH	V - 26020	ANNA THIRTYACRE	300.00
4914	08/19/2026	ACH	V - 16777	HUGHES NETWORK TECHNOLOGIES	731.83
Total No. of Checks : 2					Total Amount : 1,031.83

ROCK ISLAND SCHOOLS

Page 2 of 4
08/14/2026
4:19:53 PM

CHECK REGISTER FOR BH HEALTH INS - HEALTH INSURANCE - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
87	08/19/2026	ACH	V - 22013	HEALTH CARE SERVICE CORP- BLUE	2,067,877.17
88	08/19/2026	ACH	V - 18449	WORTHINTON-OLSON, INC.	2,167.50
Total No. of Checks : 2				Total Amount :	2,070,044.67

ROCK ISLAND SCHOOLS

Page 3 of 4
08/14/2026
4:19:53 PM

CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
735	08/19/2026	ACH	V - 16777	HUGHES NETWORK TECHNOLOGIES	14,309.84

Total No. of Checks : 1

Total Amount : 14,309.84

ROCK ISLAND SCHOOLS

Page 4 of 4
08/14/2026
4:19:53 PM

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	: 2027
FY Period - Task	: 2 - A3
Start Due Date	: None
End Due Date	: None
Check Date	: 08/14/2026
Reprint Check Date	: None
Separate Check for Each Fund	: No
Group By	: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE
Sort By	: VENDOR_SHORT_NAME
Sort Employee Checks By Pay Location	: No

[illegible]



Proposal for Overnight/Extended Student Trips (Athletic)

Email Address	<i>barlow.mcghee@rimsd41.org</i>
Type of Trip	<i>IHSA Post Season</i>
Proposed Departure Date	<i>Jan 28, 2027</i>
Return Date	<i>Jan 30, 2027</i>
Proposer	<i>Barlow McGhee</i>
School	<i>RIHS</i>
Position	<i>Head Girls Wrestling Coach</i>
Date By Which Response Is Needed	<i>Jan 01, 2027</i>
What is the major place to be visited or event to be attended?	<i>TBD ISHA Girls State Tournament</i>
How is the trip related to the educational program of the District?	<i>Girls will compete for their school in their respected sport</i>
In what ways will the students benefit?	<i>High level competition and college coaches watching</i>
In what ways will the District benefit?	<i>Good Publicity</i>
How will the trip be evaluated to determine the extent to which these benefits were realized?	<i>When girls come back with state medals</i>
Which students (grade, class, or organization) will be going?	<i>Girls Wrestling School</i>
How many students in total?	<i>14</i>
How many students are currently experiencing academic problems?	<i>None</i>
Which staff members will be in charge?	<i>Barlow McGhee/Hunter Aldrich</i>
What previous experience has the staff member had in conducting overnight or extended field trips?	<i>Coached girls wrestling last year</i>
What other staff members will be going?	<i>Hunter Aldrich</i>
How many chaperones, in addition to staff members, will be going?	<i>0</i>
What are their names and affiliations with the students?	<i>None</i>
How many days of school will be missed?	<i>2</i>

Email Address	<i>barlow.mcghee@rimsd41.org</i>
Type of Trip	<i>IHSA Post Season</i>
Proposed Departure Date	<i>Jan 28, 2027</i>
Return Date	<i>Jan 30, 2027</i>
How will teachers be advised in advance that the students will be out of school?	<i>I and students when email teachers of the trip before hand</i>
How will missed work be made up?	<i>Students will email teachers and see how they can make up any missing work</i>
What special assistance will be provided to students with academic problems?	<i>I will have chromebooks for students who might need to do work on the road</i>
What is the destination?	<i>TBD</i>
What will be the mode of transportation? What liability insurance does the carrier have?	<i>Utility bus or chartered</i>
Where will the group be housed and fed?	<i>TBD</i>
What enroute or supplementary activities are planned?	<i>None</i>
What arrangements have been made for dealing with emergency situations?	<i>I will have all parents contact info as well our trainers</i>
If tour guides are involved, what liability insurance do they carry?	<i>None</i>
What is the estimated total cost and cost per student?	<i>TBD</i>
What is the source of funds?	<i>District funds</i>
How will the funds be collected and safeguarded?	<i>I will safeguard all the funds</i>
How will any shortfall be made up or excess funds used?	<i>Coaches or parents going will make up the shortfall</i>
What provision has been made for students who are financially unable to pay any necessary costs?	<i>Coaches or parents going will make sure everyone is taken care of</i>
How will you communicate to parents prior to, during, and after the trip?	<i>Email/ Parent group chat/Parents phone numbers</i>
List telephone numbers at destination where group will be housed.	<i>TBD</i>

Email Address	<i>barlow.mcghee@rimsd41.org</i>
Type of Trip	<i>IHSA Post Season</i>
Proposed Departure Date	<i>Jan 28, 2027</i>
Return Date	<i>Jan 30, 2027</i>
What information will be provided to the media and the community?	<i>Results on how the girls do</i>
Athletic Director Approval (Athletic trips only)	Approved by <i>Mike Emendorfer</i>
Principal approval	Approved by <i>Patricia Ulrich</i>
Superintendent/Designee approval	Approved by <i>Sharon Williams</i> on 08/12/26
Signature of School Board Representative	



Proposal for Overnight/Extended Student Trips (Athletic)

Email Address	<i>jarrin.williams@rimsd41.org</i>
Type of Trip	<i>IHSA State Competition</i>
Proposed Departure Date	<i>Nov 06, 2026</i>
Return Date	<i>Nov 07, 2026</i>
Proposer	<i>Jarrin Williams</i>
School	<i>RIHS</i>
Position	<i>Head Boys' Cross Country Coach</i>
Date By Which Response Is Needed	<i>Aug 25, 2026</i>
What is the major place to be visited or event to be attended?	<i>IHSA State Cross Country Championship</i>
How is the trip related to the educational program of the District?	<i>The students have been representing the District in interscholastic competition since the beginning of this school year during the Illinois High School Association season.</i>
In what ways will the students benefit?	<i>Physical and mental health. Pride in representing the District and community. Students benefit in large part by seeing their preparation, since Summer 2025, culminating in the achieving their ultimate season goal -- competing in the State XC Meet.</i>
In what ways will the District benefit?	<i>The District benefits by having these students represent the entire community at the state level.</i>
How will the trip be evaluated to determine the extent to which these benefits were realized?	<i>The District, and our high school community, benefit by having these students represent the entire community at the state level.</i>
Which students (grade, class, or organization) will be going?	<i>I cannot specifically answer this question at this time because the students must qualify for the competition on October 31st but the students earned the right to represent RIHS and RIMSD at the State competition. They are pursuing All-State honors, which won't determine the total value of the weekend nor the season. I anticipate we will qualify our entire team for the State Meet (seven runners plus two alternates).</i>

Email Address	<i>jarrin.williams@rimsd41.org</i>
Type of Trip	<i>IHSA State Competition</i>
Proposed Departure Date	<i>Nov 06, 2026</i>
Return Date	<i>Nov 07, 2026</i>
How many students in total?	<i>9</i>
How many students are currently experiencing academic problems?	<i>0</i>
Which staff members will be in charge?	<i>Jarrin Williams and Anthony Pena</i>
What previous experience has the staff member had in conducting overnight or extended field trips?	<i>I've taken a cross country team to the State meet in 2022, an individual (Gabe Mahn) in 2023, two individuals (Gabe Mahn and Elliot Batz) in 2024, and an individual who earned 3A All-State Recognition in 2025 (Elliot Batz).</i>
What other staff members will be going?	<i>Anthony Pena, the assistant coach</i>
How many chaperones, in addition to staff members, will be going?	<i>Perhaps one.</i>
What are their names and affiliations with the students?	<i>Dori Garro - she is a parent.</i>
How many days of school will be missed?	<i>1</i>
How will teachers be advised in advance that the students will be out of school?	<i>I will submit the names to our attendance office. The students will be made aware that they need to contact their teachers about Friday's absence BEFORE that Thursday (11/6/25).</i>
How will missed work be made up?	<i>Students will make arrangements with all of their teachers in advance of the trip.</i>
What special assistance will be provided to students with academic problems?	<i>I'm a licensed teacher so I can provide some academic support as needed. If I am unable to help, I will encourage students to immediately communicate with their teachers via email.</i>
What is the destination?	<i>Peoria (Detweiller Park for competition and local hotel for overnight accommodations).</i>
What will be the mode of transportation? What liability insurance does the carrier have?	<i>The High School Activity Bus will be reserved for that weekend. Liability insurance is the insurance coverage provided by the District for that vehicle.</i>
Where will the group be housed and fed?	<i>Stoney Creek Hotel, 101 Mariners Way, Peoria, IL</i>

Email Address	<i>jarrin.williams@rimsd41.org</i>
Type of Trip	<i>IHSA State Competition</i>
Proposed Departure Date	<i>Nov 06, 2026</i>
Return Date	<i>Nov 07, 2026</i>
	<i>61611 is where we stayed in November 2025. Fed is yet to be determined.</i>
What enroute or supplementary activities are planned?	<i>This hasn't been finalized as I do use student input to make decisions. In the past, we have gone bowling but really didn't have much time for anything other than meals and pre-competition preparation.</i>
What arrangements have been made for dealing with emergency situations?	<i>Parents have my contact information and I have theirs.</i>
If tour guides are involved, what liability insurance do they carry?	<i>N/A</i>
What is the estimated total cost and cost per student?	<i>Hotel room cost and meals, which should be about \$10/student per meal.</i>
What is the source of funds?	<i>RIHS Athletic Department</i>
How will the funds be collected and safeguarded?	<i>The funds will likely be provided to me by check and I will provide cash for meals to students and assistant coach. Each individual signs a document to confirm receipt of the funds.</i>
How will any shortfall be made up or excess funds used?	<i>I will provide and be reimbursed from the Boys' XC Development Fund if necessary.</i>
What provision has been made for students who are financially unable to pay any necessary costs?	<i>There shouldn't be any costs that aren't already covered from the support provided by the HS Athletic Department.</i>
How will you communicate to parents prior to, during, and after the trip?	<i>There shouldn't be any costs that aren't already covered from the support provided by the HS Athletic Department.</i>
List telephone numbers at destination where group will be housed.	<i>Unknown at this time but can be provided to the district through the Athletic Department after accommodations have been officially booked.</i>
What information will be provided to the media and the community?	<i>I will provide the updates to our District Communications</i>
Athletic Director Approval (Athletic trips only)	Approved by <i>Mike Emendorfer</i>

Email Address	<i>jarrin.williams@rimsd41.org</i>
Type of Trip	<i>IHSA State Competition</i>
Proposed Departure Date	<i>Nov 06, 2026</i>
Return Date	<i>Nov 07, 2026</i>
Principal approval	Approved by <i>Patricia Ulrich</i>
Superintendent/Designee approval	Approved by <i>Sharon Williams</i> on 08/12/26
Signature of School Board Representative	



Proposal for Overnight/Extended Student Trips (Athletic)

Email Address	<i>anthony.roome@rimsd41.org</i>
Type of Trip	<i>State Football Game</i>
Proposed Departure Date	<i>Nov 27, 2026</i>
Return Date	<i>Nov 28, 2026</i>
Proposer	<i>Antony Roome</i>
School	<i>RIHS</i>
Position	<i>Head Varsity Football Coach</i>
Date By Which Response Is Needed	<i>Nov 06, 2026</i>
What is the major place to be visited or event to be attended?	<i>Hancock Stadium Illinois State universiy</i>
How is the trip related to the educational program of the District?	<i>Students will get an opportunity to participate in extra curricular activity.</i>
In what ways will the students benefit?	<i>Students will get an opportunity to bond, compete and explore.</i>
In what ways will the District benefit?	<i>Opportunity for our young men to grow as people and leaders. Then bring those qualities back to our building.</i>
How will the trip be evaluated to determine the extent to which these benefits were realized?	<i>Growth of our team and individuals both on the floor and within our personal relationships.</i>
Which students (grade, class, or organization) will be going?	<i>Rock Island Boys Varsity Football Team</i>
How many students in total?	<i>55</i>
How many students are currently experiencing academic problems?	<i>None at this time</i>
Which staff members will be in charge?	<i>Anthony Roome</i>
What previous experience has the staff member had in conducting overnight or extended field trips?	<i>I have been coaching and doing these type of trips for over 10 years.</i>
What other staff members will be going?	<i>The rest of the varsity Football staff.</i>
How many chaperones, in addition to staff members, will be going?	<i>We have enough coaches to cover our boys.</i>

Email Address	<i>anthony.roome@rimsd41.org</i>
Type of Trip	<i>State Football Game</i>
Proposed Departure Date	<i>Nov 27, 2026</i>
Return Date	<i>Nov 28, 2026</i>
What are their names and affiliations with the students?	<i>Coaches</i>
How many days of school will be missed?	<i>None</i>
How will teachers be advised in advance that the students will be out of school?	<i>NA</i>
How will missed work be made up?	<i>NA</i>
What special assistance will be provided to students with academic problems?	<i>NA</i>
What is the destination?	<i>Bloomington, IL and Normal IL</i>
What will be the mode of transportation? What liability insurance does the carrier have?	<i>Athletics provides our transportation for this event</i>
Where will the group be housed and fed?	<i>This will be determined by athletics and myself along with IHSA closer to the state games.</i>
What enroute or supplementary activities are planned?	<i>Based upon our game schedule it's difficult to do additional things.</i>
What arrangements have been made for dealing with emergency situations?	<i>We have an emergency action plan in case of emergency from athletics.</i>
If tour guides are involved, what liability insurance do they carry?	<i>NA</i>
What is the estimated total cost and cost per student?	<i>None for the district aside from transportation.</i>
What is the source of funds?	<i>Anything extra is paid out of our fundraising account.</i>
How will the funds be collected and safeguarded?	<i>Our coaching staff handles all money</i>
How will any shortfall be made up or excess funds used?	<i>Out of our fundraising account.</i>
What provision has been made for students who are financially unable to pay any necessary costs?	<i>We cover all expenses</i>

Email Address	<i>anthony.roome@rimsd41.org</i>
Type of Trip	<i>State Football Game</i>
Proposed Departure Date	<i>Nov 27, 2026</i>
Return Date	<i>Nov 28, 2026</i>
How will you communicate to parents prior to, during, and after the trip?	<i>We use a communication app that keeps everyone informed as well as google classroom and hudl.</i>
List telephone numbers at destination where group will be housed.	<i>Not available at this time.</i>
What information will be provided to the media and the community?	<i>Our games are covered by the media.</i>
Athletic Director Approval (Athletic trips only)	Approved by <i>Mike Emendorfer</i>
Principal approval	Approved by <i>Patricia Ulrich</i>
Superintendent/Designee approval	Approved by <i>Sharon Williams</i> on 08/21/26
Signature of School Board Representative	



Proposal for Overnight/Extended Student Trips (Athletic)

Email Address	<i>craig.sharp@rimsd41.org</i>
Type of Trip	<i>Overnight for our Regional golf meet in Joliet</i>
Proposed Departure Date	<i>Sep 29, 2026</i>
Return Date	<i>Sep 30, 2026</i>
Proposer	<i>Craig Sharp</i>
School	<i>RIHS</i>
Position	<i>Boys' Golf Coach</i>
Date By Which Response Is Needed	<i>Sep 28, 2026</i>
What is the major place to be visited or event to be attended?	<i>Wedgewood Golf Course</i>
How is the trip related to the educational program of the District?	<i>This is the first step of the state golf meets</i>
In what ways will the students benefit?	<i>Competing in the state series.</i>
In what ways will the District benefit?	<i>Competing in the state series.</i>
How will the trip be evaluated to determine the extent to which these benefits were realized?	<i>We will look at golf scores.</i>
Which students (grade, class, or organization) will be going?	<i>The boys golf team</i>
How many students in total?	<i>6</i>
How many students are currently experiencing academic problems?	<i>none</i>
Which staff members will be in charge?	<i>me and coach Wade Weber</i>
What previous experience has the staff member had in conducting overnight or extended field trips?	<i>I have accompanied many overnight trips.</i>
What other staff members will be going?	<i>The two coaches, me and Wade Weber.</i>
How many chaperones, in addition to staff members, will be going?	<i>zero</i>
What are their names and affiliations with the students?	<i>NA</i>
How many days of school will be missed?	<i>one</i>

Email Address	<i>craig.sharp@rimsd41.org</i>
Type of Trip	<i>Overnight for our Regional golf meet in Joliet</i>
Proposed Departure Date	<i>Sep 29, 2026</i>
Return Date	<i>Sep 30, 2026</i>
How will teachers be advised in advance that the students will be out of school?	<i>They will be informed by the students and they will get an email with the students listed.</i>
How will missed work be made up?	<i>The students will be responsible for making up the work.</i>
What special assistance will be provided to students with academic problems?	<i>None have problems at this point.</i>
What is the destination?	<i>Wedgewood golf course in Joliet</i>
What will be the mode of transportation? What liability insurance does the carrier have?	<i>We will probably use the Activity Bus</i>
Where will the group be housed and fed?	<i>We will stay in a hotel to be determined.</i>
What enroute or supplementary activities are planned?	<i>We have no other activities planned at this point.</i>
What arrangements have been made for dealing with emergency situations?	<i>We have been trained for emergencies.</i>
If tour guides are involved, what liability insurance do they carry?	<i>NA</i>
What is the estimated total cost and cost per student?	<i>We don't know the cost yet.</i>
What is the source of funds?	<i>Athletic department funds.</i>
How will the funds be collected and safeguarded?	<i>NA</i>
How will any shortfall be made up or excess funds used?	<i>NA</i>
What provision has been made for students who are financially unable to pay any necessary costs?	<i>NA</i>
How will you communicate to parents prior to, during, and after the trip?	<i>The students will communicate and we will send an email or text to the students' parents.</i>
List telephone numbers at destination where group will be housed.	<i>We don't know yet.</i>

Email Address	<i>craig.sharp@rimsd41.org</i>
Type of Trip	<i>Overnight for our Regional golf meet in Joliet</i>
Proposed Departure Date	<i>Sep 29, 2026</i>
Return Date	<i>Sep 30, 2026</i>
What information will be provided to the media and the community?	<i>The results will be provided to the media.</i>
Athletic Director Approval (Athletic trips only)	Approved by <i>Mike Emendorfer</i>
Principal approval	Approved by <i>Patricia Ulrich</i>
Superintendent/Designee approval	Approved by <i>Sharon Williams</i> on 08/21/26
Signature of School Board Representative	



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Beth MacKenna, Director of Nutrition Services
Date: August 25, 2026
Re: Request to Increase Adult Meal and Milk Pricing for 2026–2027 School Year

The Nutrition Services Department is requesting Board approval to increase adult meal and milk pricing for the 2026–2027 school year. The proposed adjustments will help ensure that adult meals and milk are appropriately priced and that the District's school food service account does not subsidize purchases made by adults.

Rock Island-Milan School District #41 participates in the Community Eligibility Provision (CEP), allowing enrolled students to receive school meals at no charge. Adult meals are not reimbursable and must be charged at an appropriate price. USDA and Illinois State Board of Education guidance requires school food authorities to establish adult meal prices that account for the applicable federal reimbursement rate and the value of USDA Foods.

For 2026–2027, the applicable reimbursement rates used for this calculation are:

Breakfast: \$3.05 per meal
Lunch: \$4.87 per meal, including the applicable performance-based reimbursement
USDA Foods value: \$0.47 per lunch.

Based on the applicable reimbursement rates and USDA Foods value, Nutrition Services recommends the following adult meal prices:

Meal	Current Price	Proposed Price	Increase
Milk	\$0.40	\$0.50	\$0.10
Adult Breakfast	\$3.25	\$3.60	\$0.35
Adult Lunch	\$5.00	\$5.85	\$0.85

The proposed prices provide a small margin above the calculated minimum to account for changes in food and operating costs and to avoid pricing at the exact minimum.

The proposed pricing adjustments will:

- Support compliance with USDA and ISBE adult meal pricing requirements.

Rock Island-Milan School District #41

2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org



Sharon Williams, Ed.D.
Superintendent of Schools

- Prevent the district from subsidizing adult meals and milk.
- Better align revenue with the actual cost of food, milk, labor, supplies, and meal production.
- Account for the value of USDA Foods provided to the District.
- Support the long-term financial sustainability of the Nutrition Services program.

It is recommended that the Board of Education approve the adult meal prices as outlined above effective beginning the 2026-2027 school year.

Investment Period: July 1, 2026 - June 30, 2027

Total Investment: N/A

Funding Source: Nutrition Department

Rock Island-Milan School District #41

2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

School-Based Child Nutrition Programs Rates of Reimbursement

Effective July 1, 2026 – June 30, 2027

National School Lunch Program

	Less Than 60%	Less Than 60% + 9 Cents**	60% or More*	60% or More* + 9 Cents**
Paid	\$0.45	\$0.54	\$0.47	\$0.56
Reduced-Price	\$4.36	\$4.45	\$4.38	\$4.47
Free	\$4.76	\$4.85	\$4.78	\$4.87

The maximum price a sponsor can charge for a student reduced-price lunch is \$0.40.

* The higher rate of reimbursement for lunch (60% or more) applies if 60% or more of the lunches served by an SFA during the second preceding school year were served free or at a reduced price.

** Additional 9 cents requires a one-time [menu certification](#)

School Breakfast Program

	Non-Severe Need	Severe Need*
Paid	\$0.42	\$0.42
Reduced-Price	\$2.24	\$2.75
Free	\$2.54	\$3.05

The maximum price a sponsor can charge for a student reduced-price breakfast is \$0.30.

* The higher rate of reimbursement for breakfast (Severe-Need) applies if 40% or more of the lunches served at the site in the second preceding school year were served free or at a reduced price.

Special Milk Program

	All Milk	Paid Milk	Free Milk
Pricing Program Without Free Option and Nonpricing Programs	\$0.28		
Pricing Program With Free Option		\$0.28	Average cost per ½ pint milk

After-School Snacks in After-School Care Programs

	Snack
Paid	\$0.12
Reduced-Price	\$0.65
Free	\$1.30

The maximum price a sponsor can charge for a student reduced-price after-school snack is \$0.15.

Food Distribution Program

Planned Assistance Level (PAL) for NSLP = \$0.47 (per lunch rate of \$0.32 PLUS the 12% provision dollars and the \$20M breakfast dollars for NSLP)

Illinois Free Breakfast and Lunch Programs

\$0.11 per each free breakfast and/or lunch

A la Carte Equivalency Factor – for use in FSMC/Vendor contracts

Federal free lunch reimbursement (more than 60% + 9 cents) plus PAL plus Illinois free lunch reimbursement

SY2026-2027 Contract - \$5.20

SY2027-2028 Contract - \$5.45

Message details



SY26-27 PAL Factor Increased - Order More Now!

SY26-27 PAL Factor Increased - Order More Now!

The final PAL factor for school year 2026-27 was released by USDA and is \$0.47, which is a 2-cent increase from the estimated PAL factor of \$0.45 used during the Annual Order Period.

As a result, beginning PAL balances in ICS have been updated and have increased for all school districts. Please spend your additional funds now! Spending options include:

- USDA Foods (select items only – see list below)
- DOD Fresh – email Paula Williams at pawillia@isbe.net to have funds added

You may increase your USDA Foods requests on your own, in ICS, on the 2027 Annual Order Form, following Step 6 of the [ICS Instructions](#). At this point in the year, **only increase requests for USDA Foods that are included on the list below. Other items, even though they appear on the Annual Order Form, can no longer be ordered with USDA.**

The PAL Factor is used in the calculation of each school district's Food Distribution Program planned assistance level (PAL). The PAL factor is multiplied by the lunch meal counts from the prior school year.

As an example:

$\$0.47 \text{ PAL Factor} \times 50,000 \text{ SY24-25 NSLP} + \text{SSO lunch meal counts} = \$23,500$
Beginning PAL Balance

Please send questions to fdp@isbe.net or call 217-782-2491.

USDA Foods Available:

Code	USDA Foods Name
110361	APPLESAUCE CUPS, UNSWT, 96/4.5 OZ
110541	APPLESAUCE, CND, UNSWT
100359	BEANS, BLACK (TURTLE), LOW-SODIUM, CND ⁷⁰
100364	BEANS, VEGETARIAN, LOW-SODIUM, CND

100134	BEEF CRUMBLES, COOKED W/SPP
110322	BEEF PATTY W/SPP COOKED HMSTYLE 2.2oz
100158	BEEF, FINE GROUND RAW FRZ
100034	CHEESE, MOZZ LT SHRED FRZ
110462	CHICKEN STRIPS, COOKED UNSEASONED
100101	CHICKEN, DICED, COOKED, FRZ
111881	CHICKEN, PULLED, COOKED
111751	EGG PATTY
100046	EGGS, WHOLE, FROZEN
100187	HAM, COOKED, SLICED, FRZ.
100439	OIL, VEGETABLE
110393	PANCAKES, WHOLE GRAIN FRZ
100396	PEANUT BUTTER, SMOOTH
110730	PORK, UNSEASONED PULLED COOKED FRZ
100935	SUNFLOWER SEED BUTTER
110187	TOMATO SAUCE POUCH, LOW SODIUM
111900	TURKEY BREAST SLC
100119	TURKEY TACO FILLING

[Return to portal page](#)



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Annaka Whiting, Chief Financial Officer
Date: August 25, 2026
Re: Band & Orchestra Instrument Replacement, Phase 2

As a result of environmental conditions and microbial growth identified in summer 2025 at Rock Island High School, a number of band and orchestra instruments sustained damage and were deemed no longer suitable for instructional use. District administration worked closely with the Band Director and confirmed plans with the Orchestra Director to identify affected instruments and assess replacement needs. A claim was submitted to the District's insurance carrier for the damaged instruments; however, the loss was not approved for coverage.

Based on instructional priorities and program needs, the replacement of damaged instruments will be phased over a three-year period. This approach allows the District to restore critical instructional capacity while managing fiscal impact.

The initial purchase, in the amount of \$131,413.57, was approved by the Board of Education on February 10, 2026 from Sweetwater. This second request for phase two is for \$176,225.94 from Sweetwater as well. Sweetwater is a vendor used districtwide, and they provided the lowest pricing, as such it is recommended that the Board approve a spending threshold not to exceed \$195,000 for fiscal year 2027 to allow for other necessary and previously planned purchases.

It is recommended that the Board of Education approve the purchase of replacement instruments from Sweetwater, 5501 US HWY 30 W, Fort Wayne, IN 46818 for \$176,225.94, and account for additional spending districtwide for a total not to exceed \$195,000 for the fiscal year.

Investment Period: July 1, 2026 - June 30, 2027
Total Investment: \$195,000
Funding Source: District Funds

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org



Music Instruments & Pro Audio
Sweetwater Sound, LLC
5501 US HWY 30 W
Fort Wayne, IN 46818
(800) 822-6752
Sweetwater.com

Quote Number 11946020
Quote Date 8/17/26
Delivery Method DropShip
Customer Number 4959012

Quote To: Pete Carlin
Rock Island High
1400 25TH Ave
Rock Island, IL 61201

Ship to: Pete Carlin
Rock Island High
1400 25TH Ave
Rock Island, IL 61201

Qty.	Item	Description	Your Price	Total
12	YFL222CG	Yamaha 222 Stu Flute C-ft Clos Hole Offst G	\$503.90	\$6,046.80
4	YOB441IAT	Yamaha Int Oboe, all platic	\$4,114.99	\$16,459.96
14	YCL255N	Yamaha 255 Stu Bb Clarinet Plastic Nkl Keys	\$541.95	\$7,587.30
5	YAS26	Yamaha 26 Stu Alto Sax Laq	\$1,247.39	\$6,236.95
5	YTS26	Yamaha 26 Stu Tenor Sax Laq	\$1,576.77	\$7,883.85
10	YTR2330	Yamaha 2330 Stu Bb Trumpet, Lac	\$711.39	\$7,113.90
6	YHR567	Yamaha 567 Int Dbl Fr Horn Laq	\$3,439.59	\$20,637.54
5	YSL354	Yamaha 354C Stu Tenor Trombone, .500 Bore, Lac	\$730.41	\$3,652.05
4	YEP201	Yamaha 201 Stu 3-Pstn Euph Laq	\$2,136.33	\$8,545.32
6	YBB105WC	Yamaha 105 3/4 Stu BBb Tuba w/Case Laq	\$4,291.14	\$25,746.84

Tax Exempt Certificate

Terms: Net 30 Days

- Exclusive "Total Confidence Coverage" free two-year warranty. *(software, consumables, and Apple products do not qualify for TCC)
- Unlimited technical support provided by dedicated in-house staff exclusive to Sweetwater customers.
- In-house factory authorized service and repair.
- Most prepaid orders qualify for free shipping at standard discounts. Special orders, orders with open billing terms (purchase orders), do not qualify for free shipping & handling. Please see the link below for details. <https://www.sweetwater.com/about/free-shipping/>
- Signed purchase order required for net30 terms
- Band boosters and PTA/PTO groups, please send a check with orders or call with a credit card.



Music Instruments & Pro Audio
Sweetwater Sound, LLC
5501 US HWY 30 W
Fort Wayne, IN 46818
(800) 822-6752
Sweetwater.com

Quote Number 11946020
Quote Date 8/17/26
Delivery Method DropShip
Customer Number 4959012

Quote To: Pete Carlin
Rock Island High
1400 25TH Ave
Rock Island, IL 61201

Ship to: Pete Carlin
Rock Island High
1400 25TH Ave
Rock Island, IL 61201

Qty.	Item	Description	Your Price	Total
------	------	-------------	------------	-------

Items listed on previous page

Subtotal:	\$109,910.51
Shipping & Handling:	\$0.00
Tax:	\$0.00
Total:	\$109,910.51

Your Sales Engineer Is William Roach:

Dear Pete,
If you ever have any questions or concerns, please do not
hesitate to contact me at (800) 222-4700 x3888 or
william_roach@sweetwater.com.

24-hour support is also available at Sweetwater.com/
SweetCare, or with our in-house SweetCare Center by phone
at (800) 222-4700 (M - F 9am - 6pm, Sat 9am - 5pm).

Sweetwater's Return Guidelines:

It's our goal to earn your trust and create a relationship with you for the long term by standing behind what we sell. We
promise to deal with you fairly and reasonably; we hope you will be fair and reasonable with us as well. So, if for some
reason you are not satisfied with your purchase, we will gladly accept your timely return of eligible items.

To make a return, simply contact your Sales Engineer to start the process.

For additional information on returns, please visit Sweetwater.com/help.

Sweetwater®

Music Instruments & Pro Audio
Sweetwater Sound, LLC
5501 US HWY 30 W
Fort Wayne, IN 46818
(800) 822-6752
Sweetwater.com

Quote Number 11937663
Quote Date 8/13/26
Delivery Method DropShip
Customer Number 12428184

Quote To: Accounts Payable
Rock Island-MSD 41
2000 7TH Ave
Rock Island, IL 61201

Ship to: Cameron Kotovsky
Rock Island HS
1400 25TH Ave
Rock Island, IL 61201

Qty.	Item	Description	Your Price	Total
3	EVL701Vln445P	Eastman Rudoulf Doetsch VL7015+ Series+ 5-string Vln 4/4	\$1,315.36	\$3,946.08
6	EVA305Vla15	Eastman 15" VA305 Eastman 15" Viola	\$955.69	\$5,734.14
20	TIDm135B	Thomastik-Infeld Vln Str Set, Dominant, 4/4 Ball, Stl E	\$55.80	\$1,116.00
6	TIDm141	Thomastik-Infeld Vla Str Set, Dominant, 4/4 (37 cm 14½")	\$98.26	\$589.56
-				
15	LrsnSSpiroBun	Soloist A&D Spiro G&C, Cello Str Set, 4/4 Med		
15	TIS3233	Thomastik-Infeld Cello G&C Str Set, Spirocore, Tungst 4/4	\$220.51	\$3,307.65
15	LrsnCloSoloD	Larsen Soloist, Cello D Str, 4/4 Med	\$62.06	\$930.90
15	LrsnCloSoloA	Larsen Soloist, Cello A Str, 4/4 Med	\$54.98	\$824.70
-				
3	FlexDlxDBD	Pirastro Flexocor Deluxe, Bass D string, 3/4	\$78.46	\$235.38
3	FlexDlxDBG	Pirastro Flexocor Deluxe, Bass G string, 3/4	\$76.44	\$229.32
3	FlexDlxDBA	Pirastro Flexocor Deluxe, Bass A string, 3/4	\$85.11	\$255.33
3	FlexDlxDBE	Pirastro Flexocor Deluxe, Bass E string, 3/4	\$106.54	\$319.62
15	PrlDVlnA44	D'Addario Vln A Str, Prelude, 4/4 Med	\$6.53	\$97.95
15	PrlDVlnE44	D'Addario Vln E Str, Prelude, 4/4 Med Syn	\$4.03	\$60.45
15	PrlDVlnD44	D'Addario Vln D Str, Prelude, 4/4 Med	\$7.01	\$105.15
15	PrlDVlnG44	D'Addario Vln G Str, Prelude, 4/4 Med	\$7.33	\$109.95
15	PrlDVlnA34	D'Addario Vln A Str, Prelude, 3/4 Med	\$6.16	\$92.40
15	PrlDVlnE34	D'Addario Vln E Str, Prelude, 3/4 Med	\$4.03	\$60.45
15	PrlDVlnD34	D'Addario Vln D Str, Prelude, 3/4 Med	\$7.01	\$105.15
15	PrlDVlnG34	D'Addario Vln G Str, Prelude, 3/4 Med	\$7.00	\$105.00
10	PrlDVlaAXS	D'Addario Vla A Str, Prelude, X-Short (13-14") Med	\$9.03	\$90.30
10	PrlDVlaDXS	D'Addario Vla D Str, Prelude, X-Short (13-14") Med	\$9.16	\$91.60
10	PrlDVlaGXS	D'Addario Vla G Str, Prelude, X-Short (13-14") Med **Special Order**	\$9.96	\$99.60



Music Instruments & Pro Audio
Sweetwater Sound, LLC
5501 US HWY 30 W
Fort Wayne, IN 46818
(800) 822-6752
Sweetwater.com

Quote Number 11937663
Quote Date 8/13/26
Delivery Method DropShip
Customer Number 12428184

Quote To: Accounts Payable
Rock Island-MSD 41
2000 7TH Ave
Rock Island, IL 61201

Ship to: Cameron Kotovsky
Rock Island HS
1400 25TH Ave
Rock Island, IL 61201

Qty.	Item	Description	Your Price	Total
10	PridVlaCXS	D'Addario Via C Str, Prelude, X-Short (13-14") Med	\$10.74	\$107.40
15	PridVlaAM	D'Addario Via A Str, Prelude, (15-16") Med	\$8.92	\$133.80
15	PridVlaDM	D'Addario Via D Str, Prelude, Med (15-16")	\$9.16	\$137.40
15	PridVlaGM	D'Addario Via G Str, Prelude, Medium (15-16") Med **Special Order**	\$9.96	\$149.40
15	PridVlaCM	D'Addario Via C Str, Prelude, Medium (15-16") Med	\$10.74	\$161.10
15	PridCloA34	D'Addario Prelude, Cello A Str, 3/4 Med	\$15.94	\$239.10
15	PridCloD34	D'Addario Prelude, Cello D Str, 3/4 Med	\$17.00	\$255.00
15	PridCloG34	D'Addario Prelude, Cello G Str, 3/4 Med	\$18.58	\$278.70
15	PridCloC34	D'Addario Prelude, Cello C Str, 3/4 Med	\$20.40	\$306.00
15	PridCloA12	D'Addario Prelude, Cello A Str, 1/2 Med	\$15.94	\$239.10
15	PridCloD12	D'Addario Prelude, Cello D Str, 1/2 Med	\$17.00	\$255.00
15	PridCloG12	D'Addario Prelude, Cello G Str, 1/2 Med	\$18.58	\$278.70
15	PridCloC12	D'Addario Prelude, Cello C Str, 1/2 Med	\$20.40	\$306.00
20	EvrVlnEZ44A	Everest Vln Shoulder Rest, EZ, 4/4	\$12.25	\$245.00
20	EvrVlnEZ12A	Everest Vln Shoulder Rest, EZ, 1/2	\$12.25	\$245.00
20	EvrVlaEZ15A	Everest Vla Shoulder Rest, EZ, 15+	\$18.21	\$364.20
100	EvrFootSt	Everest Replacement Foot, Standard	\$3.78	\$378.00
30	BernAmbRn	Bernardel Vln/Vla/Cel, Amber Rosin, w/Pouch	\$9.98	\$299.40
80	VR200	D'Addario Natural Rosin Light for Vln, Vla, Clo	\$2.90	\$232.00
1	BS501-0	Band-Stor String Bass Rack, Mobile, 3 Units	\$2,036.27	\$2,036.27
10	Cdza1Vln44	Eastman Violin Bow, Cadenza* Woven Carbon Fiber, 4/4	\$89.46	\$894.60
12	CdzaVln44	Eastman Violin Bow, Cadenza Carbon Fiber, 4/4	\$56.66	\$679.92
16	CdzaVln34	Eastman Violin Bow, Cadenza Carbon Fiber, 3/4	\$56.66	\$906.56
4	CdzaVln12	Eastman Violin Bow, Cadenza Carbon Fiber, 1/2	\$56.66	\$226.64
4	Cdza1Vla44	Eastman Viola Bow, Cadenza* Woven Carbon Fiber, 4/4	\$98.41	\$393.64

Sweetwater®

Music Instruments & Pro Audio
Sweetwater Sound, LLC
5501 US HWY 30 W
Fort Wayne, IN 46818
(800) 822-6752
Sweetwater.com

Quote Number 11937663
Quote Date 8/13/26
Delivery Method DropShip
Customer Number 12428184

Quote To: Accounts Payable
Rock Island-MSD 41
2000 7TH Ave
Rock Island, IL 61201

Ship to: Cameron Kotovsky
Rock Island HS
1400 25TH Ave
Rock Island, IL 61201

Qty.	Item	Description	Your Price	Total
2	CdzaVia34	Eastman Viola Bow, Cadenza Carbon Fiber, 3/4	\$58.65	\$117.30
13	CdzaClo44	Eastman Cello Bow, Cadenza Carbon Fiber, 4/4	\$66.59	\$865.67
8	CdzaClo34	Eastman Cello Bow, Cadenza Carbon Fiber, 3/4	\$66.59	\$532.72
3	CdzaClo12	Eastman Cello Bow, Cadenza Carbon Fiber, 1/2	\$66.59	\$199.77
4	CdzaDB34F	Eastman Dbl Bass Bow, Cadenza Carbon Fiber French, 3/4	\$120.26	\$481.04
3	CdzaDB12F	Eastman Dbl Bass Bow, Cadenza Carbon Fiber French, 1/2	\$120.26	\$360.78
12	ECA1904LT44B	Eastman Vln Case, Oblong Lightweight, 4/4 Blk w/Blue Inter	\$159.03	\$1,908.36
4	HCTPObVln44	Howard Core Vln Case, Oblong Thermoplast, 4/4	\$79.68	\$318.72
4	HCTPObVln34	Howard Core Vln Case, Oblong Thermoplast, 3/4	\$79.68	\$318.72
2	HCTPObVln12	Howard Core Vln Case, Oblong Thermoplast, 1/2	\$79.68	\$159.36
2	HCTPObVia15	Howard Core Via Case, Oblong Thermoplast, 15"-15.5"	\$95.47	\$190.94
13	HC4100LtClo44	Howard Core Cello Case, Ltweight Hrdshell w/ Wheels, 4/4	\$261.30	\$3,396.90
2	HC4100LtClo34	Howard Core Cello Case, Ltweight Hrdshell w/ Wheels, 3/4	\$261.30	\$522.60
2	HC4100LtClo12	Howard Core Cello Case, Ltweight Hrdshell w/ Wheels, 1/2 ->1 HC4100LtClo12: DropShip **Special Order**	\$261.30	\$522.60
4	GOPBBASS34	Gator Pro Bag for 3/4 Dbl Bass	\$321.33	\$1,285.32
3	GOPBBASS12	Gator Pro Bag for 1/2 Dbl Bass	\$185.07	\$555.21
2	BS504-0	Band-Stor Cello Rack, Mobile, 6 Units	\$2,037.09	\$4,074.18
2	BS501-0	Band-Stor String Bass Rack, Mobile, 3 Units	\$1,867.54	\$3,735.08
2	BS505-0	Band-Stor Violin/Viola Rack, Mobile, 16 Cased Units	\$2,399.76	\$4,799.52
Provide Bandstor Finish Code				
5	ESWVA10013O	Eastman Stu Viola Outfit, SWVA100, 13"	\$546.57	\$2,732.85
10	EE25VlnBk1	Hal Leonard EEi 25 Violin Book 1	\$12.99	\$129.90
20	EE25ViaBk1	Hal Leonard EEi 25 Viola Book 1	\$12.99	\$259.80
20	EE25CloBk1	Hal Leonard EEi 25 Cello Book 1	\$12.99	\$259.80



Music Instruments & Pro Audio
Sweetwater Sound, LLC
5501 US HWY 30 W
Fort Wayne, IN 46818
(800) 822-6752
Sweetwater.com

Quote Number 11937663
Quote Date 8/13/26
Delivery Method DropShip
Customer Number 12428184

Quote To: Accounts Payable
Rock Island-MSD 41
2000 7TH Ave
Rock Island, IL 61201

Ship to: Cameron Kotovsky
Rock Island HS
1400 25TH Ave
Rock Island, IL 61201

Qty.	Item	Description	Your Price	Total
10	EE25DbIBBk1	Hal Leonard EEi 25 Dbl Bass Book 1	\$12.99	\$129.90

Tax Exempt Certificate

Terms: Net 30 Days

- Exclusive "Total Confidence Coverage" free two-year warranty. *(software, consumables, and Apple products do not qualify for TCC)
- Unlimited technical support provided by dedicated in-house staff exclusive to Sweetwater customers.
- In-house factory authorized service and repair.
- Most prepaid orders qualify for free shipping at standard discounts. Special orders, orders with open billing terms (purchase orders), do not qualify for free shipping & handling. Please see the link below for details. <https://www.sweetwater.com/about/free-shipping/>
- Signed purchase order required for net30 terms
- Band boosters and PTA/PTO groups, please send a check with orders or call with a credit card.

Additional items listed on previous page(s)

Subtotal:	\$56,111.65
Shipping & Handling:	\$489.25
Free Shipping Promo:	-\$489.25
Tax:	\$0.00
Total:	\$56,111.65

Your Sales Engineer Is William Roach:

If you ever have any questions or concerns, please do not hesitate to contact me at (800) 222-4700 x3888 or william_roach@sweetwater.com.

24-hour support is also available at [Sweetwater.com/](https://www.sweetwater.com/) SweetCare, or with our in-house SweetCare Center by phone at (800) 222-4700 (M - F 9am - 6pm, Sat 9am - 5pm).

Sweetwater's Return Guidelines:

It's our goal to earn your trust and create a relationship with you for the long term by standing behind what we sell. We promise to deal with you fairly and reasonably; we hope you will be fair and reasonable with us as well. So, if for some reason you are not satisfied with your purchase, we will gladly accept your timely return of eligible items.

To make a return, simply contact your Sales Engineer to start the process.

For additional information on returns, please visit [Sweetwater.com/help](https://www.sweetwater.com/help).



Music Instruments & Pro Audio
Sweetwater Sound, LLC
5501 US HWY 30 W
Fort Wayne, IN 46818
(800) 822-6752
Sweetwater.com

Quote Number 11923087
Quote Date 8/7/26
Delivery Method UPS Ground (Business)
Customer Number 4959012

Quote To: Pete Carlin
Rock Island High
1400 25TH Ave
Rock Island, IL 61201

Ship to: Pete Carlin
Rock Island High
1400 25TH Ave
Rock Island, IL 61201

Qty.	Item	Description	Your Price	Total
6	SESPC411	Selmer SPC411 Int, Piccolo	\$1,246.56	\$7,479.36
2	DZP201	Di Zhao Flutes Int Piccolo, Grenadilla wood	\$1,362.21	\$2,724.42

Tax Exempt Certificate

Terms: Net 30 Days

- Exclusive "Total Confidence Coverage" free two-year warranty. *(software, consumables, and Apple products do not qualify for TCC)
- Unlimited technical support provided by dedicated in-house staff exclusive to Sweetwater customers.
- In-house factory authorized service and repair.
- Most prepaid orders qualify for free shipping at standard discounts. Special orders, orders with open billing terms (purchase orders), do not qualify for free shipping & handling. Please see the link below for details. <https://www.sweetwater.com/about/free-shipping/>
- Signed purchase order required for net30 terms
- Band boosters and PTA/PTO groups, please send a check with orders or call with a credit card.

Subtotal:	\$10,203.78
Shipping & Handling:	\$91.59
Free Shipping Promo:	-\$91.59
Tax:	\$0.00
Total:	\$10,203.78

Your Sales Engineer Is William Roach:

Dear Pete,
If you ever have any questions or concerns, please do not hesitate to contact me at (800) 222-4700 x3888 or william_roach@sweetwater.com.

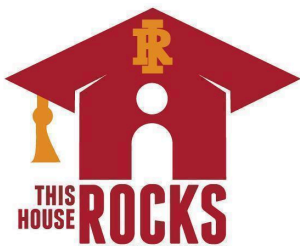
24-hour support is also available at [Sweetwater.com/](https://www.sweetwater.com/) SweetCare, or with our in-house SweetCare Center by phone at (800) 222-4700 (M - F 9am - 6pm, Sat 9am - 5pm).

Sweetwater's Return Guidelines:

It's our goal to earn your trust and create a relationship with you for the long term by standing behind what we sell. We promise to deal with you fairly and reasonably; we hope you will be fair and reasonable with us as well. So, if for some reason you are not satisfied with your purchase, we will gladly accept your timely return of eligible items.

To make a return, simply contact your Sales Engineer to start the process.

For additional information on returns, please visit [Sweetwater.com/help](https://www.sweetwater.com/help).



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Date: August 25, 2026
Re: PRESS Policy Second Reading - Issue 122 | 7:325 Policy Update

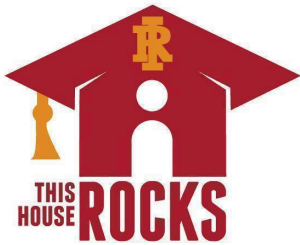
The Board of Education reviews policies in two readings: the first to discuss the policies and make changes as necessary, and the second to finalize any changes and adopt new policies. The following policies are presented for the Board's second reading and adoption. The policies have been modified due to changes in the law, legal references, and a review to ensure policies are up to date. The PRESS 122 and policy 7:325 update documentation is attached for this agenda item.

Policy 7:325 Student Fundraising Activities has been reviewed, and an amendment to the student fundraising reporting process is recommended. The current policy, adopted September 12, 2023, includes district specific language requiring an annual fundraising financial report to be provided to the Board of Education by July 1. The recommended change moves the reporting deadline to September 30 to allow sufficient time for all fundraising information to be finalized following the close of the fiscal year.

In PRESS 122, the most substantive policy revision is Policy 7:330, Student Use of Buildings – Equal Access, which has been rewritten to align with the federal Equal Access Act. The revised policy clarifies requirements for providing equal access to school facilities for eligible noncurriculum-related student groups and includes corresponding updates to the related exhibit.

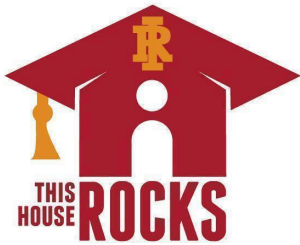
Additional updates to Policies 6:70, 6:80, and 7:130 incorporate recent legal developments regarding religious expression and parental rights in public schools. These revisions reflect new case law and federal guidance concerning student religious expression, curriculum opt-out requests based on religious objections, and equal access protections. These changes are primarily intended to ensure district policies remain consistent with current legal requirements rather than to significantly alter district practice.

Overall, PRESS Issue 122 consists largely of five-year review updates and housekeeping revisions, with only a limited number of substantive policy changes requiring Board attention.



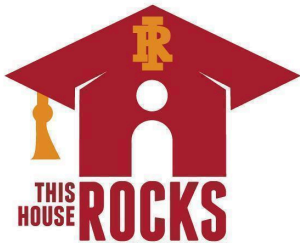
Sharon Williams, Ed.D.
Superintendent of Schools

Policy Number and Title	Revision Descriptions	Recommendation
2:70-E, Checklist for Filling Board Vacancies by Appointment	The exhibit is updated to correct obsolete links to IASB's website and for continuous improvement.	Adopt
2:120-E3, Resolution to Appoint a Delegate to the Illinois Association of School Boards Delegate Assembly	NEW. A new exhibit is created to assist boards with annually appointing a delegate to the IASB Delegate Assembly (DA) and defining the delegate's authority to act on the board's behalf at the DA.	Adopt
2:220-E1, Board Treatment of Closed Meeting Verbatim Recordings and Minutes	The exhibit is updated in response to a five-year review.	Adopt
2:220-E3, Closed Meeting Minutes	The exhibit is updated in response to a five-year review.	Adopt
2:220-E5, Semi-Annual Review of Closed Meeting Minutes	The exhibit is updated in response to a five-year review.	Adopt
2:220-E8, School Board Records Maintenance Requirements and FAQs	The exhibit is updated in response to a five-year review.	Adopt
2:230, Public Participation at School Board Meetings and Petitions to the Board	The policy, Legal References, Cross References, and footnotes are updated in response to a five-year review.	Adopt
3:70, Succession of Authority	The policy is unchanged. The footnotes are updated in response to a five-year review.	Adopt
4:110-AP2, Bus Driver Communication Devices; Pre-Trip and Post-Trip Inspection; and Bus Driving Comments	The procedure is updated in response to a five-year review. Notice requirements for bus driving comments are clarified.	Adopt



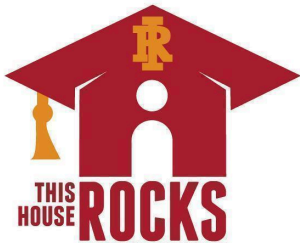
Sharon Williams, Ed.D.
Superintendent of Schools

Policy Number and Title	Revision Descriptions	Recommendation
4:170-AP1, E1, Accident or Injury Form	The exhibit is updated in response to a five-year review.	Adopt
4:170-AP1, E2, Memo to Staff Members Regarding Contacts By Media About a Crisis	The exhibit is updated in response to a five-year review.	Adopt
4:170-AP2, Routine Communications Concerning Safety and Security	The procedure is updated in response to: 1. 105 ILCS 5/27-240(a)(5), renumbered by P.A. 104-391; The renaming of 6:235-E4, <i>Online Safety Resources</i> ; and Continuous improvement.	Adopt
4:170-AP4, National Terrorism Advisory System	The procedure is updated in response to a five-year review.	Adopt
4:175, Convicted Sex Offender; Screening; Notifications	The policy is unchanged. The footnotes are updated in response to a five-year review.	Adopt
4:180-AP1, School Action Steps for Pandemic Influenza or Other Virus/Disease	The procedure is updated in response to a five-year review.	Adopt
5:20-AP, Sample Questions and Considerations for Conducting the Internal Harassment in the Workplace Investigation	The procedure is updated in response to a five-year review.	Adopt
5:40, Communicable and Chronic Infectious Disease	The policy, Legal References, and footnotes are updated in response to a five- year review.	Adopt



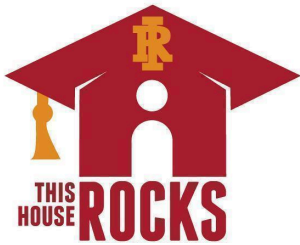
Sharon Williams, Ed.D.
Superintendent of Schools

Policy Number and Title	Revision Descriptions	Recommendation
5:40-AP, Communicable and Chronic Infectious Disease	The procedure is updated in response to a five-year review.	Adopt
5:70, Religious Holidays	The Legal References and footnotes are updated in response to a five-year review.	Adopt
5:100-AP, Staff Development Program	REFORMATTED. The procedure is updated in response to a five-year review	Adopt
5:110, Recognition for Service	The policy is unchanged. The footnote is updated in response to a five-year review.	Adopt
5:130-AP, Email Retention	The procedure is updated in response to a five-year review.	Adopt
5:140, Solicitations By or From Staff	The policy is unchanged. The footnote is updated in response to a five-year review.	Adopt
5:185-AP, Resource Guide for Family and Medical Leave	The procedure is updated in response to a five-year review.	Adopt
5:220-E, Unsatisfactory Performance Report for Substitute Teachers	The exhibit is updated in response to a five-year review.	Adopt
5:240, Suspension	The policy and footnotes are updated in response to a five-year review. The policy is updated with minor style changes.	Adopt
5:270-E, Notice of Employment	The exhibit is updated in response to a five-year review.	Adopt



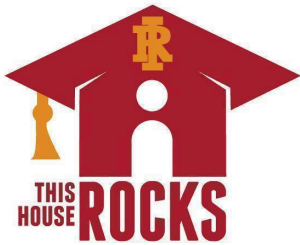
Sharon Williams, Ed.D.
Superintendent of Schools

Policy Number and Title	Revision Descriptions	Recommendation
6:60-AP1, E2, Resources for Biking and Walking Safety Education	The exhibit is updated in response to 105 ILCS 5/27-110, renumbered by P.A. 104-391, and for continuous improvement.	Adopt
6:70, Teaching About Religions	The Legal References and footnotes are updated in response to <u>Mahmoud v. Taylor</u> , addressing opt-out from curriculum based on parent religious objections. The Legal References are also updated with a minor style change. The footnotes are also updated in response to the U.S. Dept. of Education's <i>Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools</i> (2026), and for continuous improvement.	Adopt
6:70-AP, Teaching About Religions	The procedure is updated in response to <u>Mahmoud v. Taylor</u> , addressing opt-out from curriculum based on parent religious objections.	Adopt
6:80, Teaching About Controversial Issues	The Legal References, Cross References, and footnotes are updated in response to <u>Mahmoud v. Taylor</u> , addressing opt-out from curriculum based on parent religious objections. The footnotes are also updated in response to <u>Kluge v. Brownsburg Cmty. Sch. Corp.</u> , 150 F.4th 792, 813 (7th Cir. 2025), leaving unsettled the issue of whether a district's accommodation of a teacher's religious objection to calling students by their preferred names and pronouns was an undue hardship.	Adopt



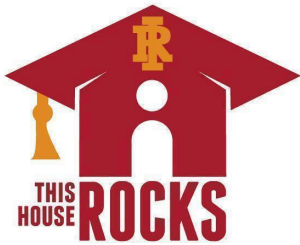
Sharon Williams, Ed.D.
Superintendent of Schools

Policy Number and Title	Revision Descriptions	Recommendation
6:120-AP4, Care of Students with Diabetes	The procedure is updated to correct an obsolete link to IASB's website, and for continuous improvement.	Adopt
6:190, Extracurricular and Co-Curricular Activities	The policy and footnotes are updated to align with the changes made to 7:330, <i>Student Use of Buildings – Equal Access</i> , and for continuous improvement.	Adopt
6:235-E4, Keeping Yourself and Your Kids Safe on Social Networks <u>Online Safety Resources</u>	RENAMED & REWRITTEN. The exhibit is renamed and rewritten in response to a five-year review.	Adopt
7:30, Student Assignment and Intra-District Transfer	The policy and footnotes are updated in response to a five-year review. Minor style updates are made to the policy.	Adopt
7:60-AP1, Challenging a Student's Residence Status	The procedure is updated in response to a five-year review.	Adopt
7:60-AP2, Establishing Student Residency	The procedure is updated in response to a five-year review.	Adopt
7:60-AP2, E1, Letter of Residence from Landlord in Lieu of Lease	The exhibit is updated in response to a five-year review.	Adopt
7:60-AP2, E2, Letters of Residence to Be Used When the Person Seeking to Enroll a Student Is Living with a District Resident	The exhibit is updated in response to a five-year review.	Adopt



Sharon Williams, Ed.D.
Superintendent of Schools

Policy Number and Title	Revision Descriptions	Recommendation
7:60-AP2, E3, Evidence of Non-Parent's Custody, Control, and Responsibility of a Student	The exhibit is updated in response to a five-year review.	Adopt
7:80, Release Time for Religious Instruction/ Observance	The policy is unchanged. The footnotes are updated in response to a five-year review.	Adopt
7:130, Student Rights and Responsibilities	The Legal References are updated to include the Equal Access Act, Every Student Succeeds Act, <u>Kennedy v. Bremerton Sch. Dist.</u>, and for continuous improvement. The footnotes are updated in response to: U.S. Dept. of Education <i>Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools</i> (2026); <u>Kennedy v. Bremerton Sch. Dist.</u>, addressing, in part, a student's ability to voluntarily pray alongside a staff member; The Equal Access Act, 20 U.S.C. §4071(a), requiring districts to give certain non-curriculum related student groups access to district facilities for meetings as a condition of federal funding.	Adopt
7:190-E1, Aggressive Behavior Reporting Letter and Form	The exhibit is updated in response to a five-year review.	Adopt
7:190-E4, Acknowledgment of Receiving Student Behavior Policy and Student Conduct Code	The exhibit is updated in response to a five-year review.	Adopt



Sharon Williams, Ed.D.
Superintendent of Schools

Policy Number and Title	Revision Descriptions	Recommendation
7:200-E1, Short Term Out-of-School Suspension (1-3 Days) Reporting Form	The exhibit is updated in response to a five-year review.	Adopt
7:240-AP1, Code of Conduct for Extracurricular Activities	The procedure is updated in response to a five-year review.	Adopt
7:330, Student Use of Buildings – Equal Access	REWRITTEN. The policy is rewritten for the reasons stated in the Equal Access Act bundle, above.	Adopt
7:330-E, Application for to <u>Establish Non-curriculum Related</u> Student Groups That <u>Are Not School Sponsored to</u> <u>and Request for</u> Free Use of School Premises for Meetings	RENAMED. The exhibit is updated for the same reasons as 7:330, <i>Student Use of Buildings – Equal Access</i> , above.	Adopt
8:10, Connection with the Community	The policy is unchanged. The footnotes are updated with a link to resources on best practices for school board member social media use, and for continuous improvement.	Adopt
8:70, Accommodating Individuals with Disabilities	The policy, Legal References, and footnotes are updated in response to a five- year review.	Adopt
7:325 Student Fundraising Activities	The policy has been revised to have the annual reporting deadline to be September 30.	Adopt

SECTION 7 - STUDENTS

7:325 Student Fundraising Activities

No individual or organization is allowed to ask students to participate in fundraising activities while the students are on school grounds during school hours or during any school activity. Exceptions are:

1. School-sponsored student organizations; and
2. Parent organizations and booster clubs that are recognized pursuant to Board policy 8:90, *Parent Organizations and Booster Clubs*.

The Superintendent or designee shall manage student fundraising activities in alignment with the following directives:

1. Fundraising efforts shall not conflict with instructional activities or programs.
2. For any school that participates in the School Breakfast Program or the National School Lunch Program, fundraising activities involving the sale of food and beverage items to students during the school day while on the school campus must comply with the Ill. State Board of Education rules concerning the sale of competitive food and beverage items.
3. Participation in fundraising efforts must be voluntary.
4. Student safety must be paramount, and door-to-door solicitations are discouraged.
5. For school-sponsored student organizations, a school staff member must supervise the fundraising activities, and the student activity funds treasurer must safeguard the financial accounts.
6. The fundraising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.
7. The funds shall be used to the maximum extent possible for the designated purpose.
8. Any fundraising efforts that solicit donor messages for incorporation into school property, e.g., tiles or bricks, or placement upon school property, e.g., posters or placards, must:
 - a. Develop viewpoint neutral guidelines for the creation of messages;
 - b. Inform potential donors that all messages are subject to review and approval, and that messages that do not meet the established guidelines must be resubmitted or the donation will be returned; and
 - c. Place a disclaimer on all fundraising information and near the completed donor

messages that all messages are "solely the expression of the individual donors and not an endorsement by the District of any message's content."

9. An annual report detailing the fundraising activities conducted within the school year shall be submitted to the **Board of Education no later than September 30 following the close of the fiscal year ~~School Board by July 1 of every year~~**. This report shall include a summary of the fundraising efforts, funds raised, funds utilized, their alignment with the organization's purposes and goals, and any changes or updates made to fundraising policies or procedures during the year.
10. All fundraising activities must receive prior approval from the Superintendent or designee before the start date of the fundraiser. Fundraiser requests shall include a description of the proposed activity, its purpose, expected outcomes, and compliance with applicable rules and guidelines. In the event that a fundraiser request is denied by the Superintendent or designee, the requesting party has the right to appeal the decision to the Board of Education. The appeal must be submitted in writing within 72 hours of receiving the denial notice. The Board of Education shall review the appeal and make a final decision. The decision of the Board of Education shall be binding.

LEGAL REF.:

[105 ILCS 5/10-20.19\(3\)](#).

[23 Ill.Admin.Code Part 305](#), School Food Service.

CROSS REF.: 4:90 (Student Activity and Fiduciary Funds), 4:120 (Food Services), 8:80 (Gifts to the District), 8:90 (Parent Organizations and Booster Clubs)

ADOPTED: November 11, 2025

Rock Island - Milan School District #41

Update Memo

Please distribute to board members and appropriate staff.

Contents

Instructions.....	p. 1
PRESS Terminology	p. 2
PRESS Issue 122 Topic Bundles	p. 2
Progress Report	p. 4
Revisions to Policies, Administrative Procedures, and Exhibits (numerical table)	p. 5
Next Issue: Fall Legislative Update	

Online Instructions

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

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

PRESS

Policy Reference Education Subscription Service

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

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

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

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

For answers to common questions about using **PRESS**, see [Q&A: Getting the Most Out of Your PRESS Subscription](#), available on IASB's website.

PRESS Bundles

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

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the **Revisions to Policies, Administrative Procedures, and Exhibits** table (**Revisions Table**) beginning on p. 5.

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

Equal Access Act

Based on feedback from the Ill. Council of School Attorneys, sample policy 7:330, *Student Use of Buildings – Equal Access*, is rewritten to address the need for more guidance regarding what types of student-led groups are permitted free use of school premises under the Equal Access Act. The policy is also updated due to recent case law updates, including *E.D. by Duell v. Noblesville Sch. Dist.*, 151 F.4th 907 (7th Cir. 2025). In *E.D.*, the Court upheld a school's suspension of a noncurriculum related student-led group for failure to abide by certain conditions in its policy. Sample exhibit 7:330-E, *Application to Establish Noncurriculum Related Student Groups That Are Not School Sponsored and Request for Free Use of School Premises for Meetings*, which is renamed, and sample policy 6:190, *Extracurricular and Co-Curricular Activities*, are also updated to align with the changes to sample policy 7:330.

The following **PRESS** materials are updated:

- 6:190, Extracurricular and Co-Curricular Activities
- 7:330, Student Use of Buildings - Equal Access – **REWRITTEN**
- 7:330-E, Application ~~for to~~ Establish Noncurriculum Related Student Groups That Are Not School Sponsored to and Request for Free Use of School Premises for Meetings – **RENAMED**

Teaching About Religions and Controversial Issues

In February 2026, the U.S. Dept. Of Education updated its *Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools*. The guidance interprets recent U.S. Supreme Court decisions, including *Kennedy v. Bremerton School Dist.*, 597 U.S. 507 (2022), and *Mahmoud v. Taylor*, 606 U.S. 522 (2025). In the view of the Department, public school employees can engage in visible, personal prayer, even while students are present. Additionally, considering the *Mahmoud* decision and the evolving law in this area, boards should work with their board attorneys for guidance on managing notice and opt-out from any instruction that could present a “real threat” to a parent’s right to direct the religious upbringing of their child.

The following **PRESS** materials are updated:

- 6:70, Teaching About Religions
- 6:70-AP, Teaching About Religions
- 6:80, Teaching About Controversial Issues
- 7:130, Student Rights and Responsibilities

PRESS Terminology

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

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

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

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

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

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

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

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

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

Five-Year Review

PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB **PRESS PRM** occurs once every five years. The **PRM** contains approximately 480 separate pieces of material, including policies, administrative procedures, and related exhibits.

The following **PRESS** materials are updated:

2:220-E1, Board Treatment of Closed Meeting Verbatim Recordings and Minutes
2:220-E3, Closed Meeting Minutes
2:220-E5, Semi-Annual Review of Closed Meeting Minutes
2:220-E8, School Board Records Maintenance Requirements and FAQs
2:230, Public Participation at School Board Meetings and Petitions to the Board
3:70, Succession of Authority
4:110-AP2, Bus Driver Communication Devices; Pre-Trip and Post-Trip Inspection; and Bus Driving Comments
4:170-AP1, E1, Accident or Injury Form
4:170-AP1, E2, Memo to Staff Members Regarding Contacts By Media About a Crisis
4:170-AP2, Routine Communications Concerning Safety and Security
4:170-AP4, National Terrorism Advisory System
4:175, Convicted Sex Offender; Screening; Notifications
4:180-AP1, School Action Steps for Pandemic Influenza or Other Virus/Disease
5:20-AP, Sample Questions and Considerations for Conducting the Internal Harassment in the Workplace Investigation
5:40, Communicable and Chronic Infectious Disease
5:40-AP, Communicable and Chronic Infectious Disease

5:70, Religious Holidays
5:100-AP, Staff Development Program – **REFORMATTED**
5:110, Recognition for Service
5:130-AP, Email Retention
5:140, Solicitations By or From Staff
5:185-AP, Resource Guide for Family and Medical Leave
5:220-E, Unsatisfactory Performance Report for Substitute Teachers
5:240, Suspension
5:270-E, Notice of Employment
6:60-AP1, E2, Resources for Biking and Walking Safety Education
6:235-E4, ~~Keeping Yourself and Your Kids Safe on Social Networks~~ **Online Safety Resources – RENAMED & REWRITTEN**
7:30, Student Assignment and Intra-District Transfer
7:60-AP1, Challenging a Student's Residence Status
7:60-AP2, Establishing Student Residency
7:60-AP2, E1, Letter of Residence from Landlord in Lieu of Lease
7:60-AP2, E2, Letters of Residence to Be Used When the Person Seeking to Enroll a Student Is Living with a District Resident
7:60-AP2, E3, Evidence of Non-Parent's Custody, Control, and Responsibility of a Student
7:80, Release Time for Religious Instruction/Observance
7:190-E1, Aggressive Behavior Reporting Letter and Form
7:190-E4, Acknowledgment of Receiving Student Behavior Policy and Student Conduct Code
7:200-E1, Short Term Out-of-School Suspension (1-3 Days) Reporting Form
7:240-AP1, Code of Conduct for Extracurricular Activities
8:70, Accommodating Individuals with Disabilities

Miscellaneous

The following **PRESS** materials are updated due to legislation, administrative rule, and/or continuous improvement changes, including subscriber feedback.

2:70-E, Checklist for Filling Board Vacancies by Appointment

2:120-E3, Resolution to Appoint a Delegate to the Illinois Association of School Boards Delegate Assembly – **NEW**
6:120-AP4, Care of Students with Diabetes
8:10, Connection with the Community

Progress Report - The contents of this table frequently change.

Topic	Our Response
Senate Bill (SB) 2427 Limits Student Cell Phone Use in Schools If signed into law, SB 2427 will require school boards to adopt a policy by the 2027-2028 school year to significantly limit student use of personal wireless devices in school, including cell phones. Boards that already have a policy limiting use of such devices during a majority of the school day will have the option of delaying adoption of the new policy until the 2031-2032 school year. SB 2427 includes a bell-to-bell ban for grades K-8 (with specific exceptions), but it allows boards to decide if device use will be permitted during lunch and passing periods for high school students.	Affected PRESS materials, including sample policy 7:190, <i>Student Behavior</i>, will be updated, and new materials will be created, as appropriate, in PRESS Issue 123, to be released in the fall.
Ill. State Board of Education (ISBE) Artificial Intelligence (AI) Guidance Expected Soon P.A. 104-399 requires ISBE to develop statewide guidance by July 1, 2026, on the use of AI in K-12 education across nine different areas, including best practices and evaluation of risks associated with AI use in schools.	Affected PRESS materials, including sample policy 6:235, <i>Access to Electronic Networks</i>, and sample administrative procedure 6:235-AP3, <i>Development of an Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines</i>, will be updated in PRESS Issue 123, to be released in the fall.
Corrections to Issue 121 Materials: 7:340-AP1 and 7:340-AP1, E1 It recently came to our attention that due to a technical error, the changes previously made to 7:340-AP1, <i>School Student Records</i>, and 7:340-AP1, E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i>, in PRESS Issue 120 were inadvertently not included when these materials were updated again in Issue 121. The changes from Issue 120 have since been properly restored to the Issue 121 materials at PRESS Online. If your district downloaded 7:340-AP1 or 7:340-AP1, E1, from PRESS Online between the Issue 121 release date (March 31, 2026) and the release of this Issue 122, please re-download these materials to ensure you have the most up-to-date version.	Corrections have been implemented to PRESS sample materials 7:340-AP1, <i>School Student Records</i>, and 7:340-AP1, E1, <i>Notice to Parent/Guardians and Students of Their Rights Concerning a Student's School Records</i>.

PRESS Issue 122 Trivia

127 pages • 28,960 words • 50 PRM materials

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

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

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

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

RENAMED. The title of the material has been amended.

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

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

***PRM Style Update Note:** For purposes of continuous improvement, the **PRESS** editors are working to improve consistency in the use of italics across the **PRM**. Generally, italics are utilized in the **PRM** to indicate:

- the first instance of a term of art or defined term in a material
- when a term is actually being defined
- **PRM** material titles
- names of publications and government programs
- laws with colloquial names (a/k/a)
- emphasis of a particular word or phrase
- instructions within the body of a material

Specific changes to the italicization of words in the body of a particular policy, procedure, or exhibit are not addressed in the Revisions Table, but they can be found in the Committee Worksheets available at **PRESS** Online.

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions	
2:70-E, Checklist for Filling Board Vacancies by Appointment	The exhibit is updated to correct obsolete links to IASB's website and for continuous improvement.	☐
2:120-E3, Resolution to Appoint a Delegate to the Illinois Association of School Boards Delegate Assembly	NEW. A new exhibit is created to assist boards with annually appointing a delegate to the IASB Delegate Assembly (DA) and defining the delegate's authority to act on the board's behalf at the DA.	☐
2:220-E1, Board Treatment of Closed Meeting Verbatim Recordings and Minutes	The exhibit is updated in response to a five-year review.	☐
2:220-E3, Closed Meeting Minutes	The exhibit is updated in response to a five-year review.	☐
2:220-E5, Semi-Annual Review of Closed Meeting Minutes	The exhibit is updated in response to a five-year review.	☐
2:220-E8, School Board Records Maintenance Requirements and FAQs	The exhibit is updated in response to a five-year review.	☐
2:230, Public Participation at School Board Meetings and Petitions to the Board	The policy, Legal References, Cross References, and footnotes are updated in response to a five-year review.	☐

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

3:70, Succession of Authority	The policy is unchanged. The footnotes are updated in response to a five-year review.	☐
4:110-AP2, Bus Driver Communication Devices; Pre-Trip and Post-Trip Inspection; and Bus Driving Comments	The procedure is updated in response to a five-year review. Notice requirements for bus driving comments are clarified.	☐
4:170-AP1, E1, Accident or Injury Form	The exhibit is updated in response to a five-year review.	☐
4:170-AP1, E2, Memo to Staff Members Regarding Contacts By Media About a Crisis	The exhibit is updated in response to a five-year review.	☐
4:170-AP2, Routine Communications Concerning Safety and Security	The procedure is updated in response to: 1. 105 ILCS 5/27-240(a)(5), renumbered by P.A. 104-391; 2. The renaming of 6:235-E4, <i>Online Safety Resources</i>; and 3. Continuous improvement.	☐
4:170-AP4, National Terrorism Advisory System	The procedure is updated in response to a five-year review.	☐
4:175, Convicted Sex Offender; Screening; Notifications	The policy is unchanged. The footnotes are updated in response to a five-year review.	☐
4:180-AP1, School Action Steps for Pandemic Influenza or Other Virus/Disease	The procedure is updated in response to a five-year review.	☐
5:20-AP, Sample Questions and Considerations for Conducting the Internal Harassment in the Workplace Investigation	The procedure is updated in response to a five-year review.	☐
5:40, Communicable and Chronic Infectious Disease	The policy, Legal References, and footnotes are updated in response to a five-year review.	☐
5:40-AP, Communicable and Chronic Infectious Disease	The procedure is updated in response to a five-year review.	☐
5:70, Religious Holidays	The Legal References and footnotes are updated in response to a five-year review.	☐
5:100-AP, Staff Development Program	REFORMATTED. The procedure is updated in response to a five-year review	☐
5:110, Recognition for Service	The policy is unchanged. The footnote is updated in response to a five-year review.	☐
5:130-AP, Email Retention	The procedure is updated in response to a five-year review.	☐
5:140, Solicitations By or From Staff	The policy is unchanged. The footnote is updated in response to a five-year review.	☐

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

5:185-AP, Resource Guide for Family and Medical Leave	The procedure is updated in response to a five-year review.	☐
5:220-E, Unsatisfactory Performance Report for Substitute Teachers	The exhibit is updated in response to a five-year review.	☐
5:240, Suspension	The policy and footnotes are updated in response to a five-year review. The policy is updated with minor style changes.	☐
5:270-E, Notice of Employment	The exhibit is updated in response to a five-year review.	☐
6:60-AP1, E2, Resources for Biking and Walking Safety Education	The exhibit is updated in response to 105 ILCS 5/27-110, renumbered by P.A. 104-391, and for continuous improvement.	☐
6:70, Teaching About Religions	The Legal References and footnotes are updated in response to <u>Mahmoud v. Taylor</u> , addressing opt-out from curriculum based on parent religious objections. The Legal References are also updated with a minor style change. The footnotes are also updated in response to the U.S. Dept. of Education's <i>Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools</i> (2026), and for continuous improvement.	☐
6:70-AP, Teaching About Religions	The procedure is updated in response to in response to <u>Mahmoud v. Taylor</u> , addressing opt-out from curriculum based on parent religious objections.	☐
6:80, Teaching About Controversial Issues	The Legal References, Cross References, and footnotes are updated in response to <u>Mahmoud v. Taylor</u> , addressing opt-out from curriculum based on parent religious objections. The footnotes are also updated in response to <u>Kluge v. Brownsburg Cmty. Sch. Corp.</u> , 150 F.4th 792, 813 (7th Cir. 2025), leaving unsettled the issue of whether a district's accommodation of a teacher's religious objection to calling students by their preferred names and pronouns was an undue hardship.	☐
6:120-AP4, Care of Students with Diabetes	The procedure is updated to correct an obsolete link to IASB's website, and for continuous improvement.	☐
6:190, Extracurricular and Co-Curricular Activities	The policy and footnotes are updated to align with the changes made to 7:330, <i>Student Use of Buildings – Equal Access</i> , and for continuous improvement.	☐
6:235-E4, Keeping Yourself and Your Kids Safe on Social Networks <u>Online Safety Resources</u>	RENAMED & REWRITTEN. The exhibit is renamed and rewritten in response to a five-year review.	☐
7:30, Student Assignment and Intra-District Transfer	The policy and footnotes are updated in response to a five-year review. Minor style updates are made to the policy.	☐
7:60-AP1, Challenging a Student's Residence Status	The procedure is updated in response to a five-year review.	☐
7:60-AP2, Establishing Student Residency	The procedure is updated in response to a five-year review.	☐
7:60-AP2, E1, Letter of Residence from Landlord in Lieu of Lease	The exhibit is updated in response to a five-year review.	☐

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

7:60-AP2, E2, Letters of Residence to Be Used When the Person Seeking to Enroll a Student Is Living with a District Resident	The exhibit is updated in response to a five-year review.	☐
7:60-AP2, E3, Evidence of Non-Parent's Custody, Control, and Responsibility of a Student	The exhibit is updated in response to a five-year review.	☐
7:80, Release Time for Religious Instruction/ Observance	The policy is unchanged. The footnotes are updated in response to a five-year review.	☐
7:130, Student Rights and Responsibilities	The Legal References are updated to include the Equal Access Act, Every Student Succeeds Act, <u>Kennedy v. Bremerton Sch. Dist.</u>, and for continuous improvement. The footnotes are updated in response to: 1. U.S. Dept. of Education <i>Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools</i> (2026); 2. <u>Kennedy v. Bremerton Sch. Dist.</u>, addressing, in part, a student's ability to voluntarily pray alongside a staff member; 3. The Equal Access Act, 20 U.S.C. §4071(a), requiring districts to give certain noncurriculum related student groups access to district facilities for meetings as a condition of federal funding.	☐
7:190-E1, Aggressive Behavior Reporting Letter and Form	The exhibit is updated in response to a five-year review.	☐
7:190-E4, Acknowledgment of Receiving Student Behavior Policy and Student Conduct Code	The exhibit is updated in response to a five-year review.	☐
7:200-E1, Short Term Out-of-School Suspension (1-3 Days) Reporting Form	The exhibit is updated in response to a five-year review.	☐
7:240-AP1, Code of Conduct for Extracurricular Activities	The procedure is updated in response to a five-year review.	☐
7:330, Student Use of Buildings – Equal Access	REWRITTEN. The policy is rewritten for the reasons stated in the Equal Access Act bundle, above.	☐
7:330-E, Application for to Establish Noncurriculum Related Student Groups (That Are Not School Sponsored to and Request for Free Use of School Premises for Meetings	RENAMED. The exhibit is updated for the same reasons as 7:330, <i>Student Use of Buildings – Equal Access</i> , above.	☐
8:10, Connection with the Community	The policy is unchanged. The footnotes are updated with a link to resources on best practices for school board member social media use, and for continuous improvement.	☐
8:70, Accommodating Individuals with Disabilities	The policy, Legal References, and footnotes are updated in response to a five-year review.	☐

Acknowledgement to PRESS Advisory Board

The **P**olicy **R**eference **E**ducation **S**ubscription **S**ervice (**PRESS**) Advisory Board consists of a group of distinguished individuals, from the legal and education field. These individuals dedicate and volunteer their time to provide valuable input and suggestions on **PRESS** Issues. We appreciate their contributions and thank them sincerely.

— **Debra Jacobson, Jeremy Duffy, Maryam Brotine, Megan Mikhail**

Charles Watkins, Associate Director/General Counsel, Illinois Association of School Administrators

Brian Schwartz, Deputy Executive Director & General Counsel, Illinois Principals Association

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

Dr. Kimberly C. Chambers, Executive Director, Illinois Association of School Personnel Administrators; Director of Human Resources, Adlai E. Stevenson High School District 125

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

Dr. Dale R. Fisher, Assistant Superintendent for Human Resources, Deerfield Public Schools District 109

Yashekia Goldsmith, General Counsel, Rockford School District 205

Stephanie E. Jones, Attorney, F3 Law

Maureen Lemon, Attorney, Ottosen DiNolfo Hasenbalg & Castaldo, Ltd.

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

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

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

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

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

Caroline Roselli, Attorney, Robbins Schwartz

Wayne Savageau, former IASB Policy Consultant, and former Superintendent

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

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

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

Special Acknowledgement to IASB Legal Assistants

The following individuals provide us with excellent assistance between and during the drafting of each **PRESS** issue. We also thank them and appreciate their dedication and contributions to the quality of this service.

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

Maggie Gibson, Office of General Counsel, preparation, formatting, quality assurance, editor, State and federal regulations monitor

Office of General Counsel



Debra Jacobson

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



Jeremy Duffy

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



Maryam Brotine

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



Megan Mikhail

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



Michael Ifkovits

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



Maggie Gibson

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

Operational Services

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

Bus Driver Communication Devices

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

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

Bus/Vehicle Pre-Trip and Post-Trip Inspection¹

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

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

The footnotes should be removed before the material is used.

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

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

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

Bus Driving Comments ²

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

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

Driving comments shall be accepted in the following manner:

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

The footnotes should be removed before the material is used.

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

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

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

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

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

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

Operational Services

Exhibit - Accident or Injury Form ¹

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

Name of injured person _____

Date of Birth _____ Telephone _____

Email _____

Address _____

Class, activity, or event _____

Accident location _____

Accident date _____ Time of accident _____

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

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

If yes, provide the following:

Contact name _____ Relationship _____

Time and method of contact _____ By whom _____

Witnesses Information

Name	Address	Telephone	<u>Email</u>

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

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

The footnotes should be removed before the material is used.

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

Supervisor (*please print*)

Supervisor Signature

Date

DRAFT

Operational Services

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

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

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

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

DRAFT

Operational Services

Administrative Procedure - Routine Communications Concerning Safety and Security

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

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

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

Form, Memo, or Letter	Explanation
6:235-AP1, <i>Acceptable Use of the District's Electronic Networks</i> 6:235-AP1, E1, <i>Student Authorization for Access to the District's Electronic Networks</i> 6:235-AP1, E2, <i>Staff Authorization for Access to the District's Electronic Networks</i> 6:235-E3, <i>Online Privacy Statement</i> <u>6:235-E4, <i>Online Safety Resources</i></u>	Internet safety is promoted by wide distribution of the District's rules and guidelines <u>and other resources for parents/guardians and students</u>.
6:235-E54, <u><i>Children's Online Privacy Protection Act Keeping Yourself and Your Kids Safe on Social Networks</i></u>	Many parents/guardians are unaware that the Children's Online Privacy Protection Act gives them control over the types of information that websites can collect from their children. This document's purpose is to provide information to <u>informs</u> parents/guardians about this Act.
6:250-E, <i>Resource Person and Volunteer Information Form and Waiver of Liability</i>	Board policy makes the Superintendent responsible for establishing procedures for securing and screening resource persons and volunteers. This form is completed by an individual who wants to be a resource person and/or volunteer in a school.
7:180-AP1, E2, <i>Be a Hero by Reporting Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit's purpose is to <u>encourages</u> reporting by both witnesses and victims.
7:180-AP1, E3, <i>Memo to Staff Regarding Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit informs staff members about the District's anti-bullying program and its expectations of staff members.
7:180-AP1, E4, <i>Memo to Parents/Guardians Regarding Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit informs parents/guardians of the District's anti-bullying program and encourages them to help the District identify students who are being bullied.
7:180-AP1, E5, <i>Report Form for Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This form is completed by the bullying target, witness, or other person and submitted to the Building Principal's office. Its purpose is to expedite bullying reports.
7:185-E, <i>Memo to Parents/Guardians Regarding Teen Dating Violence</i>	This memo informs students and their parents/guardians about the Board's policy prohibiting teen dating violence. Required by 105 ILCS 110/3.10(b)(5) <u>5/27-240(a)(5)</u>, <u>renumbered by P.A. 104-391</u>.

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

Operational Services

Administrative Procedure - National Terrorism Advisory System

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

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

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

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

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

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

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

District Response Measures

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

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

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

Response Category	Potential Response Measures in Addition to Any Suggested by the NTAS Advisory
Emergency Planning and Preparedness	Update the sSchool eEmergency oOperations and eCrisis rResponse pPlan (SEOCRP), specifically the emergency and disaster response procedures. See administrative procedure

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

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

Resources

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

Operational Services

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

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

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

Prior to Outbreak/Preparedness and Planning Phase

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

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

Formatted: IASB Italic

The footnotes should be removed before the material is used.

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

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

4:180-API

Page 2 of 7

©2022-2026 Policy Reference Education Subscription Service
Illinois Association of School Boards. All Rights Reserved.
Please review this material with your school board attorney before use.

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

Formatted: IASB Italic

The footnotes should be removed before the material is used.

³ This is an item on which collective bargaining may be required. Any matter that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the matter involves an inherent managerial right.

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

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

4:180-AP1

Page 3 of 7

©2022-2026 Policy Reference Education Subscription Service
Illinois Association of School Boards. All Rights Reserved.
Please review this material with your school board attorney before use.

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

Outbreak of Flu or Other Virus/Disease

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

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

Expansion of the Outbreak

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

Continued Expansion of the Outbreak

4:180-AP1

Page 5 of 7

©2022-2026 Policy Reference Education Subscription Service
Illinois Association of School Boards. All Rights Reserved.
Please review this material with your school board attorney before use.

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

Following the Outbreak

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

Local Health Department: ⁵

Regional Office of Education:

Name _____

Name _____

The footnotes should be removed before the material is used.

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

4:180-AP1

Page 6 of 7

©2022-2026 Policy Reference Education Subscription Service
Illinois Association of School Boards. All Rights Reserved.
Please review this material with your school board attorney before use.

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

Important Resources

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

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

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

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

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

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

www.cdc.gov/flu

www.redcross.org

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

Formatted: IASB Italic

General Personnel

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

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

Pre-Investigation Considerations

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

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

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

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

Investigation Considerations and Questions

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

The footnotes should be removed before the material is used.

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

Did the alleged conduct occur?

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

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

Is the conduct complained of unwelcome?

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

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

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

The footnotes should be removed before the material is used.

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

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

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

Did the work environment become hostile?

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

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

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

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

Was the harassment committed by a supervisor?

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

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

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

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

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

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

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

Investigation Report Considerations

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

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

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

General Personnel

Administrative Procedure - Communicable and Chronic Infectious Disease

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

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

Evaluation of the Employee's Condition

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

The footnotes should be removed before the material is used.

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

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

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

Monitoring the Employee's Condition

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

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

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

Employee Dismissal

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

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

Confidentiality⁵

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

The footnotes should be removed before the material is used.

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

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

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

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

DRAFT

The footnotes should be removed before the material is used.

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

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

General Personnel

Administrative Procedure - Staff Development Program

The following procedure implements Board policy 5:100, *Staff Development Program*. It sets professional growth requirements. 105 ILCS 5/24-5. Failure to meet professional growth requirements is considered remediable. Morris v. Ill. State Bd. of Educ., 198 Ill.App.3d 51 (3rd Dist. 1990).

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

Implementation of Staff Development Program

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

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

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

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

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

LEGAL REF.: Morris v. Ill. State Bd. of Educ., 198 Ill.App.3d 51 (3rd Dist. 1990).
42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010.
7 C.F.R. Parts 210 and 235.
105 ILCS 5/2-3.48, 5/2-3.53, 5/2-3.56, 5/2-3.59, 5/2-3.62, 5/3-11, 5/3-14.8, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), and 5/24-5.
105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
~~105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.~~
23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.
77 Ill.Admin.Code §527.800.

The footnotes should be removed before the material is used.

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

General Personnel

Administrative Procedure - Email Retention¹

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

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

Non-Record Messages

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

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

The footnotes should be removed before the material is used.

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

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

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

Official Record Messages ²

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

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

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

The footnotes should be removed before the material is used.

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

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

General Personnel

Administrative Procedure - Resource Guide for Family and Medical Leave

School Code

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

Web-Online Resources

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

Revised FMLA Poster

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

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

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

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

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

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

See Note, above.

Notice of Eligibility and Rights & Responsibilities

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

Designation Notice

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

Certification of Qualifying Exigency For Military Family Leave (PDF)

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

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

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

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

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

Fact Sheet #28A (Military) (PDF)

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

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

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

Formatted: IASB Italic

Formatted: IASB Italic

Formatted: IASB Italic

Formatted: IASB Italic

Formatted: IASB Italic

Formatted: IASB Italic

Formatted: IASB Italic

Formatted: IASB Italic

Department of Labor Rules

29 C.F.R. Part 825,

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

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

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

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

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

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

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

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

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

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

DRAFT

Instruction

Exhibit - Resources for Biking and Walking Safety Education

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

Pedestrian Safety Programs

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

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

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

Bicycle Safety Programs

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

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

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

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

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

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

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

Combined Pedestrian and Bicycle Safety Programs

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

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

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

Instruction

Administrative Procedure - Teaching About Religions ¹

The following are guidelines for teaching about religions:

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

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

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

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

The footnotes should be removed before the material is used.

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

Instruction

Administrative Procedure - Care of Students with Diabetes¹

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

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

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

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

The footnotes should be removed before the material is used.

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

Students

Administrative Procedure - Challenging a Student's Residence Status¹

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

The footnotes should be removed before the material is used.

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

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

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

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

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

Students

Administrative Procedure - Establishing Student Residency

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

The footnotes should be removed before the material is used.

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

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

IMPORTANT:

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

The footnotes should be removed before the material is used.

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

³ 105 ILCS 5/10-20.12b(a-5).

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

WARNING:

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

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

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

DRAFT

Students

Exhibit - Letter of Residence from Landlord in Lieu of Lease

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

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

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

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

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

Landlord's <u>s</u> Signature	Date
-------------------------------	------

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

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

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

Students

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

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

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

Child's name

School

Individual enrolling the child

Phone

Relationship to the child

Email

Residence street address

City

ZIP code

Signature of the individual enrolling the student

Date

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

Name of the individual who is responsible for the residence

Phone

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

Total number of: Persons living at this residence _____

Rooms in residence _____

Bedrooms _____

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

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

Signature of the individual who is responsible for the residence

Date

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

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

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

DRAFT

Students

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

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

Student/Child's name

School

Name of individual completing this form (Please print)

Relationship to child

Please check all applicable boxes:

- ☐ The child lives with me at my residence address, as stated below.
 The child lives with me because: _____
 The child will be living with me until: _____
- ☐ I have assumed and exercise full legal responsibility for and control of the child regarding daily educational and medical decisions, including responsibility for: (attach copies of any agreements, judgments, decrees or other documents giving you custody):
- | | |
|---|---|
| ☐ medical decisions and costs | ☐ food and clothing |
| ☐ discipline and restitution for vandalism or other crimes
(etc.) | ☐ school fees (books, bus, etc.) |

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

- ☐ Eats meals _____
- ☐ Sleeps _____ nights/week *(explain if less than 7 nights per week)* _____
- ☐ Spends weekends and summers/school breaks _____

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

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

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

Date Signature of individual completing this form

Telephone Address

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

Please check all applicable boxes:

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

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

Date Signature of individual completing this form

Telephone Address

Students

Administrative Procedure - Code of Conduct for Extracurricular Activities

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

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

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

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

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

Code of Conduct

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

The student shall not:

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

The footnotes should be removed before the material is used.

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

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

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

Hazing and bullying activities are strictly forbidden at any time and in any location. *Hazing* is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of ~~his~~ or her the student's willingness to participate. (Adapted from the definition of *hazing* adopted by the National Federation of State High School Associations.) *Bullying* includes cyberbullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to place a student in reasonable fear of harm; cause a substantially detrimental effect on a student's physical or mental health; substantially interfere with a student's academic performance; or substantially interfere with a student's ability to participate in or benefit from school services, activities, or privileges. (Adapted from the definition of bullying included in ~~the~~ Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.)

Due Process Procedures

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

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

The footnotes should be removed before the material is used.

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

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

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

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

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

First violation

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

Second violation

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

Third violation

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

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

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

**IASB POLICY REFERENCE MANUAL
TABLE OF CONTENTS
SECTION 2 - SCHOOL BOARD**

Governance

- 2:10 School District Governance
- 2:20 Powers and Duties of the School Board; Indemnification
 - 2:20-E Exhibit — Waiver and Modification Request Resource Guide

Board Member

- 2:30 School District Elections
- 2:40 Board Member Qualifications
- 2:50 Board Member Term of Office
- 2:60 Board Member Removal from Office
- 2:70 Vacancies on the School Board - Filling Vacancies
 - 2:70-E Exhibit — Checklist for Filling Board Vacancies by Appointment
- 2:80 Board Member Oath and Conduct
 - 2:80-E Exhibit — Board Member Code of Conduct
- 2:90 **OPEN**
- 2:100 Board Member Conflict of Interest
- 2:105 Ethics and Gift Ban
- 2:110 Qualifications, Term, and Duties of Board Officers
- 2:120 Board Member Development
 - 2:120-E1 Exhibit — Guidelines for Serving as a Mentor to a New School Board Member
 - 2:120-E2 Exhibit — Website Listing of Development and Training Completed by Board Members
 - 2:120-E3 [Exhibit — Resolution to Appoint a Delegate to the Illinois Association of School Boards Delegate Assembly](#)
- 2:125 Board Member Compensation; Expenses
 - 2:125-E1 Exhibit — Board Member Expense Reimbursement Form
 - 2:125-E2 Exhibit — Board Member Estimated Expense Approval Form
 - 2:125-E3 Exhibit — Resolution to Regulate Expense Reimbursements

Board Relationships

- 2:130 Board-Superintendent Relationship
- 2:140 Communications To and From the Board
 - 2:140-E Exhibit — Guidance for Board Member Communications, Including Email Use

- 2:150 Committees
 - 2:150-AP Administrative Procedure — Superintendent Committees
- 2:160 Board Attorney
 - 2:160-E Exhibit — Checklist for Selecting a Board Attorney
- 2:170 Procurement of Architectural, Engineering, and Land Surveying Services
 - 2:170-AP Administrative Procedure — Qualification Based Selection
- 2:180 **OPEN**

Board Meetings

- 2:190 **OPEN**
- 2:200 Types of School Board Meetings
 - 2:200-AP Administrative Procedure — Types of School Board Meetings
- 2:210 Organizational School Board Meeting
- 2:220 School Board Meeting Procedure
 - 2:220-E1 Exhibit — Board Treatment of Closed Meeting Verbatim Recordings and Minutes
 - 2:220-E2 Exhibit — Motion to Adjourn to Closed Meeting
 - 2:220-E3 Exhibit — Closed Meeting Minutes
 - 2:220-E4 Exhibit — Open Meeting Minutes
 - 2:220-E5 Exhibit — Semi-Annual Review of Closed Meeting Minutes
 - 2:220-E6 Exhibit — Log of Closed Meeting Minutes
 - 2:220-E7 Exhibit — Access to Closed Meeting Minutes and Verbatim Recordings
 - 2:220-E8 Exhibit — School Board Records Maintenance Requirements and FAQs
 - 2:220-E9 Exhibit — Requirements for No Physical Presence of Quorum and Participation by Audio or Video During Disaster Declaration
- 2:230 Public Participation at School Board Meetings and Petitions to the Board

Board Policy

- 2:240 Board Policy Development
 - 2:240-E1 Exhibit — PRESS Issue Updates
 - 2:240-E2 Exhibit — Developing Local Policy

Board Records

- 2:250 Access to District Public Records
 - 2:250-AP1 Administrative Procedure — Access to and Copying of District Public Records
 - 2:250-AP2 Administrative Procedure — Protocols for Record Preservation and Development of Retention Schedules

- 2:250-E1 Exhibit — Written Request for District Public Records
- 2:250-E2 Exhibit — Immediately Available District Public Records and Web-Posted Reports and Records
- 2:250-E3 Exhibit — Recurrent Requestor Notification

Uniform Grievance Procedure

- 2:260 Uniform Grievance Procedure
 - 2:260-AP1 Administrative Procedure — Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct
 - 2:260-AP2 Administrative Procedure — Nondiscrimination Coordinator and Complaint Manager

School Board

- 2:265 Title IX Grievance Procedure
 - 2:265-AP1 Administrative Procedure — Title IX Response
 - 2:265-AP2 Administrative Procedure — Formal Title IX Complaint Grievance Process
 - 2:265-E Exhibit — Title IX Glossary of Terms
- 2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited
 - 2:270-AP Administrative Procedure — Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin

School Board

Exhibit - Checklist for Filling Board Vacancies by Appointment

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

☐ **Confirm that the Board must fill the vacancy by appointment.**

Guidelines	Explanation
Review Board policy 2:70, <i>Vacancies on the School Board - Filling Vacancies</i> , to determine if a vacancy on the Board occurred and, if so, whether the successor will be selected by election or Board appointment. Consult the Board Attorney as needed.	Filling a vacancy by Board appointment or election depends upon when the vacancy occurred. If a vacancy occurs with less than: (1) 868 days remaining in the term of office, or (2) 88 days before the next regularly scheduled election for the vacant office, the Board selects an appointee to fill the vacancy , no election to fill the vacancy is held, and the appointee serves the remainder of the term. At all other times, an appointee serves until the next regular school election, at which election a successor is elected to serve the remainder of the unexpired term. See 105 ILCS 5/10-10.
In the event a seat on the board goes unfilled at an election, consult the Board Attorney to determine (1) how long the seat can be <i>held over</i> by the incumbent member, and (2) the process by which the Board will fill the seat.	The School Code partially addresses the concept of a <i>holdover seat</i> (a board member remaining in office past their term); it states: “no elective office...becomes vacant until the successor of the incumbent of such office has been appointed or elected, as the case may be, and qualified.” 105 ILCS 5/10-11.

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

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

Guidelines	Explanation
At a minimum, a candidate must meet the following qualifications: Be a United States citizen	While the School Code does not expressly set forth eligibility requirements for appointment to a Board vacancy, the Board may want to use the qualifications for elected Board members listed in 105 ILCS 5/10-3 (board of directors) or 5/10-10 (board of education).

Guidelines	Explanation
• Be at least 18 years of age • Be a resident of Illinois and the District for at least one year immediately preceding the appointment • Be a registered voter • Not be a child sex offender • Not hold an incompatible public office • Not have a prohibited interest in any contract with the District • Not be a school trustee • Not hold certain types of prohibited State or federal employment	For guidance discussing other qualifications that the Board may want to consider, see IASB's Recruiting School Board Candidates, A School Board's Guide to Identifying, Recruiting, and Mentoring Future School Board Members, available at: www.iasb.com/about-us/publications/pamphlets-and-tools/recruiting-school-board-members, www.iasb.com/training/recruiting.cfm For guidance regarding conflict of interest and incompatible offices, see <i>Answers to FAQs Regarding Conflict of Interest and Incompatible Offices (ICSA)</i>, available at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/answers-to-faqs-regarding-conflict-of-interest and www.iasb.com/IASB/media/Documents/COI_FAQ.pdf.
When additional qualifications apply, the following items may be included in the Board's list of qualifications: • Meet all qualifications based upon the distribution of population among congressional townships in the district. • Meet all qualifications based upon the distribution of population among incorporated and unincorporated areas.	Board members of some community unit school districts may be subject to historical residential qualifications based on the distribution of population among congressional townships in the district or between the district's incorporated and unincorporated areas. 105 ILCS 5/10-11. Note: If a vacancy for an area of residence remains unfilled, a board must submit a proposition at the next general election for the election of a board member at large. 105 ILCS 5/10-10.5(c).

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

Guidelines	Explanation
The Board President will accept applications. The Board will discuss, at an open meeting, its process to review the	Who accepts vacancy applications is at the Board's sole discretion. According to Board policy 2:110, <i>Qualifications, Term, and Duties of Board Officers</i>, the Board President is a logical officer to accept the applications, but this task may be delegated to the

Guidelines	Explanation
applications and who will contact applicants for an interview.	Secretary or Superintendent's secretary if the Board determines that it is more convenient. Who accepts the applications must be decided prior to posting the vacancy announcement.

☐ **Create the Board member vacancy announcement.**

Announcement	Explanation
<u>[Insert District name] School District</u> Board Member Vacancy The School District is accepting applications to fill the vacancy resulting from <i>[reason for vacancy]</i> of <i>[former Board member's name]</i>. The individual selected will serve on the School Board from the date of appointment to <i>[date]</i>. The School District <i>[School District's philosophy or mission statement]</i>. Applicants for the Board vacancy must be: <i>[Board's list of qualifications]</i>. Applicants should show familiarity with the Board's policies regarding general duties and responsibilities of a Board and a Board member, including fiduciary responsibilities, conflict of interest, ethics, and gift ban. The Board's policies are available at <i>[locations]</i>. Applications may be obtained at <i>[location and address and/or website]</i> beginning on <i>[date and time]</i>. Completed applications may be turned in by <i>[time date and date time]</i> to <i>[name and title of person receiving applications]</i>.	The contents of a vacancy announcement, how it is announced, and where it is posted are at the Board's sole discretion. The Board may want to announce the vacancy and its intent to fill it by appointment during an open meeting. The announcement may be posted on the District's website and in the local newspaper(s). The length of the appointment depends upon when during the term of office the vacancy occurred. See 105 ILCS 5/10-10 and Board policy 2:70, <i>Vacancies on the School Board - Filling Vacancies</i>, to determine the length of the appointment. Consult the Board Attorney as needed. See Board policy 1:30, <i>School District Philosophy</i>, for the District's mission statement that is specific to the community's goals. See checklist item titled <i>Develop a list of qualifications for appointment of a person to fill the vacancy</i>, above. Listing this along with the Board's list of qualifications assists candidates in understanding a Board member's duties and responsibilities and may facilitate a better conversation during the interview process. See Board policies: 2:20, <i>Powers and Duties of the School Board</i>; <i>Indemnification</i>; 2:80, <i>Board Member Oath and Conduct</i>; 2:100, <i>Board Member Conflict of Interest</i>; 2:105 <i>Ethics and Gift Ban</i>; and 2:120, <i>Board Member Development</i>. See action item titled <i>Decide who will receive completed vacancy applications</i>, above.

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

Formatted: IASB Bold Italic

Formatted: IASB Bold Italic

Interview Questions	Explanation
Why do you want to be a Board member?	Interview questions are at the Board's sole discretion. This list is not exhaustive, but it may help the Board tailor its questions toward finding a candidate who will approach Board membership with a clear understanding of its demands and expectations along with a constructive attitude toward the challenge. The Board may also want to consider allowing an equal amount of time for each interview. See IASB's Recruiting School Board Candidates, A School Board's Guide to Identifying, Recruiting, and Mentoring Future School Board Members, available at: www.iasb.com/training/recruiting.cfm www.iasb.com/about-us/publications/pamphlets-and-tools/recruiting-school-board-members. A prospective candidate to fill a vacancy may raise other specific issues that the Board will want to cover during an interview.
What specific skills would you bring to the Board?	
Please give specific examples of your ability in interpersonal relationships and teamwork.	
What do you see as the role of a Board member?	
What have you done to prepare yourself for the challenges of being a Board member?	
Please describe your previous community or nonprofit experiences.	
What areas in the District would you like to see the Board strengthen?	
What is your availability to meet the time, training commitments, and other responsibilities required for Board membership?	
Describe what legacy you would like to leave behind.	

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

Interview Plan	Explanation
In each interview, the Board President will: Introduce Board members to the candidate at the beginning of the interview.	The Board President will lead the Board as it interviews prospective candidates. See Board policy 2:110, <i>Qualifications, Term, and Duties of Board Officers</i>. The President presides at all meetings. 105 ILCS 5/10-13.

Interview Plan	Explanation
Describe the Board's interview process, selection process, anticipated timeline, and ask the candidate if he or she has questions about the Board's process for filling a vacancy by appointment. Describe the District's philosophy or mission statement. Describe the vacancy for the candidate by reviewing the: (1) qualifications, and (2) general duties and responsibilities of the Board and the Board members, including fiduciary responsibilities, conflict of interest, ethics and gift ban, and general Board member development. Begin asking the interview questions that the Board developed. Ask the candidate whether he or she has any questions for the Board. Thank the candidate and inform the candidate when the Board expects to make a decision and how the candidate will be contacted regarding the Board's decision.	The Board may also want to consider allowing an equal amount of time for each interview.

- ☐ **Fill vacancy by a vote during an open meeting of the Board before the 60th day (105 ILCS 5/10-10).**
- ☐ **Assist the appointed Board member in filing his or her statement of economic interest (5 ILCS 420/4A-105(c)).**
- ☐ **Announce the appointment to District staff and community.**

Announcement	Explanation
The Board appointed [<i>appointee's name</i>] to fill the vacancy on the Board. The appointment will be from [<i>date</i>] to [<i>date</i>]. The Board previously established qualifications for the appointee in a careful and thoughtful manner. [<i>Appointee's name</i>] meets these	The contents of the appointment announcement and length of time it is displayed are at the Board's sole discretion. The Board may want to consider announcing the appointment during its meeting and also by posting it in the same places that it posted the vacancy announcement. See Board policy 8:10, <i>Connection with the Community</i>.

Announcement	Explanation
qualifications and has demonstrated the willingness to accept the duties and responsibilities of a Board member. [Appointee's name] brings a clear understanding of the demands and expectations of being a Board member along with a constructive attitude toward the challenge.	

☐ **Administer the Oath of Office and begin orientation.**

Guidelines	Explanation
See Board policy 2:80, <i>Board Member Oath and Conduct</i> .	Each individual, before taking his or her seat on the Board, must take an oath in substantially the form given in 105 ILCS 5/10-16.5.
See Board policy 2:120, <i>Board Member Development</i> , and exhibit 2:120-E1, <i>Guidelines for Serving as a Mentor to a New School Board Member</i> .	Orientation assists new Board members to learn, understand, and practice effective governance principles. See the IASB <i>Foundational Principles of Effective Governance</i> , available at: www.iasb.com/principles_popup.cfm www.iasb.com/training-and-events/training/training-resources/foundational-principles-of-effective-governance .

☐ **Inform IASB of the newly appointed Board member's name and directory information.**
For instructions, see iasb.com/memberships-and-divisions/membership/member-database-instructions/how-to-update-your-district-roster.

School Board

Exhibit - Resolution to Appoint a Delegate to the Illinois Association of School Boards Delegate Assembly¹

WHEREAS, the Board of Education of [*insert name of School District*] (Board) is an active member of the Illinois Association of School Boards (IASB);

WHEREAS, as an IASB member, the Board can appoint a delegate to attend and participate in IASB's Delegate Assembly (Delegate Assembly), which is held each year in conjunction with the Joint Annual Conference in Chicago, Illinois;

WHEREAS, at the Delegate Assembly, one delegate from each participating board may vote on resolutions submitted by member boards and any proposed amendments to the IASB Constitution;

WHEREAS, resolutions adopted by the Delegate Assembly become Position Statements which guide IASB's advocacy efforts and legislative agenda on behalf of its members;

WHEREAS, the Board believes it is important that its collective voice be heard at the Delegate Assembly;

THEREFORE, BE IT RESOLVED, that the Board hereby:

1. Appoints [*insert Board member name*] to serve as the Board's delegate at the 20__ Delegate Assembly.
2. Appoints [*insert Board member name*] to serve as the Board's alternate delegate at the 20__ Delegate Assembly, should the delegate be unable to carry out their responsibilities.
3. Directs the appointed delegate to vote on the IASB resolutions and any proposed constitutional amendments at the 20__ Delegate Assembly (*choose one of the following*) [solely in accordance with the consensus reached by the Board at its meeting on [*insert date*]] OR [with their independent discretion based on the consensus of the Board at its meeting on [*insert date*] and any discussion had on each resolution].
4. The Board's consensus on the IASB resolutions and any proposed constitutional amendments at the 20__ Delegate Assembly shall be reflected in the Board's meeting minutes.

Adopted this ____ day of _____, 20__.

Attested by: _____, Board President

Attested by: _____, Board Secretary

The footnotes should be removed before the material is used.

¹ Optional. A board may use this sample resolution annually to appoint and provide direction to its delegate at the Ill. Assoc. of School Board's Delegate Assembly at the Joint Annual Conference. For more information about the Delegate Assembly, see www.iasb.com/advocacy/delegate-assembly.

School Board

Exhibit - Board Treatment of Closed Meeting Verbatim Recordings and Minutes

The following procedures govern the verbatim audio recordings and minutes of School Board meetings that are closed to the public.

Actor	Action
<i>Before any Board meeting:</i> Superintendent or designee	Arranges to have an audio recording device with adequate storage capacity and a back-up audio recording device in the Board meeting room during every Board meeting regardless of whether a closed meeting is scheduled. ¹ The Board may close a portion of a public meeting without prior notice; it cannot, however, have a closed meeting unless it can record the session.
<i>Before a closed meeting:</i> Board President or presiding officer (#3 and #4 may be delegated to the Board Secretary or Recording Secretary)	On the closed meeting date: (1) convenes an open meeting, (2) requests a motion to adjourn into closed meeting making sure the reason for the meeting is identified in the motion, (3) takes a roll call vote, (4) ensures that the minutes record the vote of each member present and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting (5 ILCS 120/2a), and (5) adjourns the open meeting.
<i>Before a closed meeting:</i> Superintendent or Board Secretary ²	Immediately before a closed meeting, tests and activates the audio recording device.

The footnotes should be removed before the material is used.

¹ A verbatim record of all closed meetings in the form of an audio or video recording must be kept. 5 ILCS 120/2.06. A verbatim recording may be through *audio* or *video* technology. ~~The IASB Sample policy 2:220, School Board Meeting Procedure~~, and ~~this sample~~ exhibit use *audio* on the basis that audio is generally more accessible than video ~~for~~ recording. In addition, producing an audio recording is generally less challenging and less expensive than producing a video. A board that uses a video recording should amend this exhibit and sample policy 2:220, *School Board Meeting Procedure*.

² This responsibility may be given to anyone. The interests of continuity, efficiency, and ease of holding someone accountable suggest that the superintendent be made responsible for making and storing the verbatim recordings and managing board member requests for later access to them pursuant to 5 ILCS 120/2.06(e). If the superintendent is not present in closed session (e.g., during discussions concerning the superintendent's performance as part of an evaluation in his or her absence) the task should be given to the board secretary. A board may also want to discuss renting a safety deposit box at a local financial institution that only the board president and secretary have access to for placement of audio recordings concerning the superintendent's performance as part of an evaluation in the superintendent's absence. If such recordings are maintained electronically, the board may want to discuss limiting access to the digital files so that only the board president and secretary can access them. See f/n 5 below for a discussion of board member access to the verbatim recordings pursuant to 5 ILCS 120/2.06-(e). However, consult the board attorney about the logistics of managing a storage location away from the district's administrative offices in light of 5 ILCS 120/2.06(e). This law added another purpose for access to verbatim recordings - allowing board members to listen to them without board approval.

See f/n 4 for a discussion about the logistics of access to these recordings, including the intent of the *in the presence of* language.

2:220-E1

Page 1 of 5

Actor	Action
<i>During a closed meeting:</i> Board President or presiding officer	Convenes the closed meeting stating: Seeing a quorum of the <u>School Board of Education</u> gathered today, <u>—[state the date]</u>, at <u>[state the time]</u> <u>o'clock</u>, at <u> </u> location, for the purpose of holding a closed meeting in order to confidentially discuss <u> </u>, I call the meeting to order. <u>In order to</u> record who is present, I request that each individual state his or her name and position with the District, <u>and whether you are in person or participating remotely by audio or video conference</u>. (Note: This script is an example.) Limits discussion to the topics that were included in the motion to go into a closed meeting. The failure to immediately call a person out-of-order who strays from the purposes included in the motion may result in an appearance of acquiescence. -This responsibility to call a person out-of-order falls on each Board member in the event of the President's failure. ³ Once the closed meeting is finished, announces a return to an open meeting or adjournment, and states the time.
<i>After a closed meeting:</i> Superintendent, Recording Secretary, or Board Secretary ⁴	For Verbatim Recordings: Takes possession of the <u>audio</u> recording of the closed meeting and labels it with identification information, specifically the date and items discussed. Adds the identification information contained on the <u>audio</u> recording's label to a cumulative list of closed meeting recordings. As soon as possible, puts the recording of the closed meeting in the previously identified secure location for storing recordings of closed meetings.

The footnotes should be removed before the material is used.

³ A violation of the Open Meetings Act is a Class C misdemeanor (5 ILCS 120/4) punishable by a fine of up to \$1,500 and imprisonment for up to 30 days (730 ILCS 5/5-4.5-65).

⁴ See the discussion in f/n 2, above. While the responsibilities for the *preparation and storage* of verbatim recordings and closed session minutes may be delegated to anyone, 5 ILCS 120/2.06(e) requires certain individuals to be present when seated board members request access to these items, which in these instances will not allow delegation by the superintendent, recording secretary, or board secretary (as discussed in f/n 2, above) in the context of supervising access to closed session minutes and verbatim recordings only. Delegation is appropriate in all other circumstances. Access to these items no longer requires board approval and must be provided in the public body's main office or official storage location, *in the presence of*:

- a. A records secretary,
- b. An administrative official of the board, or
- c. Any elected board member.

See f/n 27 of sample policy 2:220, School Board Meeting Procedure, for an at-length discussion about the intent of and challenges with the *in the presence of* language.

2:220-E1

Page 2 of 5

Actor	Action
	Upon request of a Board member: ⁵ 1. Provides access to the verbatim recordings <u>minutes</u> at a reasonable time and place without disrupting District operations; 2. Supervises the access to the <u>closed-session minutes verbatim recording</u> or delegates it to one of the following individuals in the District: a. The Recording Secretary, b. The Superintendent or designated administrator, or c. Any elected Board member; and 3. Logs the access to the recordings in <u>exhibit</u> 2:220-E7, <i>Access to Closed Meeting Minutes and Verbatim Recordings</i>. For Closed Meeting Minutes: Prepares written closed meeting minutes that include: ⁶ • The date, time, and place of the closed meeting • The Board members present and absent • A summary of discussion on all matters proposed or discussed • The time the closed meeting was adjourned Upon request of a Board member: ⁷ 1. Provides access to the closed session minutes at a reasonable time and place without disrupting District operations; 2. Supervises the access to the closed session minutes or delegates it to one of the following individuals in the District: a. The Recording Secretary, b. The Superintendent or designated administrator, or c. Any elected Board member; and 3. Logs the access in <u>exhibit</u> 2:220-E7, <i>Access to Closed Meeting Minutes and Verbatim Recordings</i>.
<i>After a closed meeting:</i> School Board	Approves the previous closed meeting minutes at the next open meeting.

The footnotes should be removed before the material is used.

⁵ 5 ILCS 120/2.06(e) allows board members to access closed meeting verbatim recordings without board approval. For more discussion, see f/n 4, above.

If the board wishes to mirror the statutory language, delete: ~~the Recording Secretary, the Superintendent or designated administrator, or any elected Board member~~ and replace with: “a records secretary, an administrative official of the public body, or any elected official of the public body.”

⁶ 5 ILCS 120/2.06 requires that minutes contain, at a minimum, the first three items listed.

⁷ See f/n 4, above.

If the board wishes to mirror the statutory language, delete: ~~the Recording Secretary, the Superintendent or designated administrator, or any elected Board member~~ and replace with: “a records secretary, an administrative official of the public body, or any elected official of the public body.”

2:220-E1

Page 3 of 5

Actor	Action
<i>In preparation for the semi-annual review:</i> ⁸ Superintendent or designee	Every six months, prepares a recommendation concerning the continued need for confidential treatment of all of the Board's closed meeting minutes; includes this recommendation in the packet for the meeting in which the Board will conduct its semi-annual review. ⁹ This step is in preparation for the Board's meeting to decide whether the need for confidential treatment of specific closed meeting minutes continues to exist. If the Board wants to discuss closed meeting minutes in closed session, places "review of unreleased closed meeting minutes" on a closed meeting agenda. ¹⁰ Places "result of Board's review of unreleased closed meeting minutes" as an item on a subsequent open meeting agenda.
<i>In preparation for the semi-annual review:</i> Individual Board members	Before the meeting in which the Board will conduct its semi-annual review, examines the material supplied by the Superintendent. Individual Board members should consider: -(1) the Superintendent's recommendation, (2) the recommendation of the Board Attorney, (3) other Board members' opinions, (4) the minutes themselves, and/or (5) whether the minutes would be exempted from public disclosure under the Illinois Freedom of Information Act.
<i>During the semi-annual review:</i> School Board	The Board decides in open session whether: -(1) the need for confidentiality still exists as to all or part of closed meeting minutes, or (2) the minutes or portions thereof no longer require confidential treatment and are available for public inspection. The Board may have an earlier meeting in closed session to discuss the continued need for confidential treatment.
<i>After the semi-annual review:</i> Superintendent or designee	Re-labels and re-files closed meeting minutes as appropriate.
<i>Monthly:</i> Board President	Adds "destruction of closed meeting verbatim audio recording" as an agenda item to an upcoming open meeting.
<i>Monthly:</i> School Board	Approves the destruction of particular closed meeting recording(s) that are at least 18 months old and for which approved minutes of the closed meeting already exist.

The footnotes should be removed before the material is used.

⁸ Required by 5 ILCS 120/2.06(d), ~~amended by P.A. 102-653~~. *Semi-annual* means every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the board. Id.

⁹ While not required, this is intended to assist board members during the semi-annual review of all closed meeting minutes.

¹⁰ 5 ILCS 120/2(c)(21) allows boards to discuss the confidentiality needs of closed meeting minutes in closed session.

2:220-E1

Page 4 of 5

LEGAL REF.: 5 ILCS 120/, Open Meetings Act.

DRAFT

School Board

Exhibit - Closed Meeting Minutes

Closed Meeting Minutes

Items in bold are required by 5 ILCS 120/2.06(a)(1)-(3). Non-bolded items align with best practices.

Date: _____ **Start Time:** _____

Location: _____

Name of person(s) taking and recording the minutes: _____

Name of person presiding: _____

Members in attendance (indicate whether in person or by video or audio conference): **Members absent:**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. | <ol style="list-style-type: none"> 1. 2. 3. |
|--|--|

This meeting was recorded verbatim in the form of ☐ audio or ☐ video recording

Summary of the discussion on all matters (as specified in the vote to close the meeting):

Basis for the finding that litigation is probable or imminent, if applicable (5 ILCS 120/2(c)(11)):

Time of adjournment or return to open meeting: _____

The School Board, during its semi-annual review of closed session minutes, has decided these minutes no longer need confidential treatment. Semi-annual means every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the board. 5 ILCS 120/2.06(d), amended by P.A. 102-653.

☐ **These minutes are available for public inspection as of:** _____

(Date)

School Board

Exhibit - Semi-Annual Review of Closed Meeting Minutes

Logging and Review Process

- Step 1. The Board Secretary or Recording Secretary maintains a log of the closed meeting minutes that are unavailable for public inspection. The meeting minutes are logged according to the reason the Board held the closed meeting. *See exhibit 2:220-E6, Log of Closed Meeting Minutes.*
- Step 2. The Board meets in closed session to review the log of unreleased closed meeting minutes. The Board or Recording Secretary brings a copy of all unreleased closed meeting minutes and, if requested, allows Board members to review the actual minutes. The Board identifies which closed meeting minutes or portions thereof no longer need confidential treatment. Use *Report Following the Board's Semi-Annual Review of Closed Meeting Minutes*, below.
- Step 3. At least *semi-annually* (every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the Board), in an open meeting, the Board takes action to release for public inspection those minutes, or portions thereof, no longer needing confidential treatment. Use *Action to Accept*, below. Closed meeting minutes will not be released for public inspection if confidential treatment is needed to protect the public interest or the privacy of an individual, including: (1) student disciplinary cases or other matters relating to an individual student, and (2) personnel files and employees' and Board members' personal information. 5 ILCS 120/2.06(d), *amended by P.A. 102-653*.
- Step 4. The Board Secretary or Recording Secretary: (1) updates the log of unreleased closed meeting minutes to remove any minutes that the Board made available for public inspection; (2) makes a notation on any applicable closed meeting minutes of the Board's action to release it or a portion of it for public inspection; (3) continues to log new closed meeting minutes that the Board has not released for public inspection (*see exhibit 2:220-E6, Log of Closed Meeting Minutes*); and (4) maintains logs for access to closed session minutes pursuant to 5 ILCS 120/2.06(e).

Report Following the Board's Semi-Annual Review of Closed Meeting Minutes

The School Board met on _____ in closed session to conduct its semi-annual review of closed meeting minutes that have not been released for public inspection.

The closed meeting minutes, or portions thereof, from the following dates no longer require confidential treatment: (*insert closed meeting dates*)

--	--	--	--	--	--

The need for confidentiality still exists as to all remaining closed meeting minutes to protect an individual's privacy or the District's interests.

Action to Accept the Board's Semi-Annual Review of Closed Meeting Minutes

Open meeting date: _____

Motion to approve the Board's semi-annual review of unreleased closed meeting minutes and to release for public inspection those minutes, or portions thereof, that the Board identified as no longer needing confidential treatment made by: _____

Motion seconded by: _____

Action: ☐ Passed ☐ Failed

DRAFT

School Board

Exhibit - School Board Records Maintenance Requirements and FAQs

Open Meetings Act

The Open Meetings Act (OMA) requires public bodies to “keep written minutes of all their meetings, whether open or closed, and a verbatim record of all their closed meetings in the form of an audio or video recording.” 5 ILCS 120/2.06(a). Minutes must include, but are not limited to: (1) the date, time, and place of the meeting; (2) the members of the public body recorded as either present or absent and whether the members were physically present or present by means of video or audio conference; and (3) a summary of discussion on all matters proposed, deliberated, or decided, and record of any votes taken. *Id.*

The remainder of [Section 5 ILCS 120/2.06](#) addresses the approval of open meeting minutes, the treatment of verbatim recordings of closed meetings, the semi-annual review of closed meeting minutes, the confidential nature of closed meeting minutes, and the right of persons to address public officials under rules established and recorded by the public body. The requirements of [Section 5 ILCS 120/2.06](#), as well as OMA requirements pertaining to Board agendas, are included in [Board policy 2:220, School Board Meeting Procedure](#).

Exhibit 2:220-E3, *Closed Meeting Minutes*, provides a sample template for keeping closed meeting minutes that incorporates the requirements of [Section 5 ILCS 120/2.06](#) of OMA. It also includes an area to designate if the Board has determined, pursuant to [Section 5 ILCS 120/2.06\(d\)](#), that the closed meeting minutes no longer need confidential treatment.

Exhibit 2:220-E4, *Open Meeting Minutes*, contains a protocol for open meeting minutes that incorporates the requirements of Section 2.06 of OMA. It also provides a sample template for keeping open meeting minutes.

Exhibit 2:220-E5, *Semi-Annual Review of Closed Meeting Minutes*, contains a process for implementing the semi-annual review of closed meeting minutes, and exhibit 2:220-E6, *Log of Closed Meeting Minutes*, is designed to facilitate this semi-annual review (every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the Board). 5 ILCS 120/2.06(d), ~~amended by P.A. 102-653~~.

Exhibit 2:220-E9, *Requirements for No Physical Presence of Quorum and Participation by Audio or Video During Disaster Declaration*, contains a process for compliance with ~~405~~ ILCS 120/7(e), ~~added by P.A. 101-640~~, when a board is meeting without a physical quorum present at the meeting location during a disaster declaration related to public health concerns.

Local Records Act

The Local Records Act (LRA) provides that public records, including “any book, paper, map, photograph, digitized electronic material, or other official documentary material, regardless of physical form or characteristics, made, produced, executed or received by any agency or officer pursuant to law or in connections with the transaction of public business and preserved or appropriate for preservation by such agency or officer” must be preserved unless the State Local Records Commission has given permission to destroy those records. 50 ILCS 205/3 and 7. Board records, including agendas, meeting packets and meeting minutes, fall into this definition.

Public bodies located in Cook County must work with the Local Records Commission of Cook County to determine how long they must retain public records. Public bodies located outside of Cook County must work with the Downstate Local Records Commission to determine how long they must retain public records.

~~Board Policy~~ policy 2:250, *Access to District Public Records*, contains a subhead entitled **Preserving Public Records** which provides as follows:

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the School Board or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

See the sample policy, 2:220, *School Board Meeting Procedure*, for all relevant footnotes. Also see administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*, for recommendations regarding school district records retention protocols and links to web-based record management resources.

Open Meeting Minutes

Are we required to approve them?	Must they be semi-annually reviewed?	May we release them to the public?	May we destroy them?
Yes, within 30 days or at the next subsequent meeting, whichever is later. <i>A public body shall approve the minutes of its open meeting within 30 days after that meeting or at the public body's second subsequent regular meeting, whichever is later.</i> 5 ILCS 120/2.06(b).	No. Unlike the closed meeting requirement, OMA does not contain semi-annual review requirements for open meeting minutes.	Yes, must release within 10 days after minutes are approved. <i>The minutes of meetings open to the public shall be available for public inspection within 10 days after the approval of such minutes by the public body. Beginning July 1, 2006, at the time it complies with other requirements of this subsection, a public body that has a website that the full-time staff of the public body maintains shall post the minutes of a regular meeting of its governing body open to the public on the public body's website within 10 days</i>	No. There is no OMA provision permitting the destruction of open meeting minutes, and they must be preserved unless the State Local Records Commission has given permission to destroy them. If a public body would like to destroy open meeting minutes, then it must comply with the LRA and work with its Local Records Commission. It is highly unlikely, however, that the Local Records Commission would approve of their destruction.

2:220-E8

Page 2 of 6

Are we required to approve them?	Must they be semi-annually reviewed?	May we release them to the public?	May we destroy them?
		<i>after the approval of the minutes by the public body. Beginning July 1, 2006, [A]any minutes of meetings open to the public posted on the public body's website shall remain posted on the website for at least 60 days after their initial posting. 5 ILCS 120/2.06(b).</i>	

Open Meeting Verbatim Recordings

Are we required to approve them?	Must they be semi-annually reviewed?	May we release them to the public?	May we destroy them?
No. OMA does not require public bodies to approve verbatim recordings of open meetings.	No. Unlike the closed meeting requirement, OMA does not require public bodies to keep verbatim recordings of open meetings, unless the public body is meeting without the physical presence of a quorum during a disaster declaration related to public health concerns. 5 ILCS 120/7(e). OMA does not contain semi-annual review requirements for open meeting verbatim recordings.	Yes. Unlike the closed meeting requirement, OMA does not require public bodies to keep verbatim recordings of open meetings, unless the public body is meeting without the physical presence of a quorum during a disaster declaration related to public health concerns. 5 ILCS 120/7(e). If a public body makes verbatim recordings of open meetings, then such recordings are subject to public disclosure pursuant to the Freedom of Information Act. 5 ILCS 140/.	Open meeting verbatim recordings made of meetings held without the physical presence of a quorum of a public body during a disaster declaration related to public health concerns may be destroyed after 18 months if the prerequisites are met. (See Closed Meeting Verbatim Recordings subhead, below). <i>[P]public bodies holding open meetings under this subsection (e) must also keep a verbatim record of all their meetings in the form of an audio or video recording. Verbatim records made under this paragraph (9) shall be made available to the public under, and are otherwise subject to, the provisions of Section</i>

Formatted: IASB Bold

Are we required to approve them?	Must they be semi-annually reviewed?	May we release them to the public?	May we destroy them?
			2.06. 5 ILCS 120/7(e)(9). In all other cases, if a public body would like to destroy open meeting verbatim recordings, then it must comply with the LRA and work with its Local Records Commission.

Closed Meeting Minutes

Are we required to approve them?	Must they be semi-annually reviewed?	May we release them to the public?	May we destroy them?
Yes. OMA does not directly state public bodies are required to approve closed meeting minutes, nor does it set a time frame for such approval. However, OMA Section 2.06(d) requires public bodies to meet at least semi-annually to “review minutes of all closed meetings.” 5 ILCS 120/2.06(d). Moreover, OMA Section 2.06(c) specifically allows the destruction of closed meeting verbatim recordings only if certain conditions are met, one of which is that “the public body approves minutes of the closed meeting that meet the written minutes requirements of subsection (a) of this Section.” 5 ILCS 120/2.06(c)(2). Both of	Yes. <i>Each public body shall periodically meet to review all existing minutes of all prior closed meetings (this includes records from all time that the board has been in existence). Meetings to review minutes shall occur every 6 months, or as soon thereafter as is practicable, taking into account the nature and meeting schedule of the public body. At such meetings a determination shall be made, and reported in an open session that (1) the need for confidentiality still exists as to all or part of those minutes or (2) that the minutes</i>	Yes, if prerequisites are met. <i>Minutes of meetings closed to the public shall be available only after the public body determines that it is no longer necessary to protect the public interest or the privacy of an individual by keeping them confidential. 5 ILCS 120/2.06(f).</i>	No. There is no OMA provision permitting the destruction of closed meeting minutes, and they must be preserved unless the State Local Records Commission has given permission to destroy them. In addition: <i>No minutes of meetings closed to the public shall be removed from the public body’s main office or official storage location, except by vote of the public body or by court order. 5 ILCS 120/2.06(f).</i> If a public body would like to destroy closed meeting minutes, then it must comply with the LRA and work with its Local Records Commission. It is highly unlikely, however, that

Are we required to approve them?	Must they be semi-annually reviewed?	May we release them to the public?	May we destroy them?
these tasks would be difficult to achieve if closed meeting minutes were not first approved. One practice is to approve closed meeting minutes within the same time frame that open meeting minutes are approved – within 30 days of the meeting or at the next subsequent meeting, whichever is later.	<i>or portions thereof no longer require confidential treatment and are available for public inspection. 5 ILCS 120/2.06(d)- amended by P.A. 102-653.</i>		the Local Records Commission would approve of their destruction.

Closed Meeting Verbatim Recordings

Are we required to approve them?	Must they be semi-annually reviewed?	May we release them to the public?	May we destroy them?
No. OMA does not require approval of closed meeting verbatim recordings.	No. OMA does not require semi-annual review of closed meeting verbatim recordings.	Possibly but unlikely. <i>Unless the public body has made a determination that the verbatim recording no longer requires confidential treatment or otherwise consents to disclosure, the verbatim record of a meeting closed to the public shall not be open for public inspection or subject to discovery in any administrative or judicial proceeding other than one brought to enforce this Act. 5 ILCS 120/2.06(e).</i> But see <u>Kodish v. Oakbrook Terrace Fire Protection Dist.</u> (235 F.R.D. 447 (N.D.Ill. 2006)), where a federal district court ordered	Yes, after 18 months if prerequisites are met. <i>The verbatim record may be destroyed without notification to or the approval of a records commission or the State Archivist under the Local Records Act or the State Records Act no less than 18 months after the completion of the meeting recorded but only after: 1.) the public body approves the destruction of a particular recording; and 2.) the public body approves minutes of the closed meeting that meet the written minutes requirements of subsection (a) of this Section. 5 ILCS 120/2.06(c).</i>

Are we required to approve them?	Must they be semi-annually reviewed?	May we release them to the public?	May we destroy them?
		that closed meeting verbatim recordings be disclosed to the Plaintiff in discovery because his primary claim was brought under federal law.	In addition: <i>No verbatim recordings shall be recorded or removed from the public body's main office or official storage location, except by vote of the public body or by court order. 5 ILCS 120/2.06(e).</i>

DRAFT

Professional Personnel

Exhibit - Unsatisfactory Performance Report for Substitute Teachers

To be submitted to the Building Principal. Please print.

Substitute Teacher's Name

ID #

School

Assignment

Classroom/Teacher's Name

Date(s) of substitution

Explanation of area(s) of concern:

Reported by: ☐ Student ☐ Staff ☐ Both

In the future, please do not assign this substitute to:

☐ Classroom/Teacher's
Name _____

☐ Grade Level _____

☐ Building _____

☐ Any Position _____

Reporter's Name (printed)

Reporter's Signature

Date

DRAFT

Educational Support Personnel

Exhibit - Notice of Employment

On District letterhead

To _____ Date _____

Please accept this letter as an acknowledgment that you ~~have been or are being offered~~ are employed with the School District under the terms and conditions as stated in this letter, School Board policy, and any applicable employee handbook and/or collective bargaining agreement. ~~If you wish to accept this offer~~ To acknowledge these conditions, sign below and return this letter to the central administrative office.

Job position or title _____

Date and time on which you are to report to work _____

Job location _____

Hours per day _____ Days per week _____

Your hourly rate is \$ _____

The remaining terms and conditions of your employment, as well as any employment benefits, are contained in Board policy and any applicable employee handbook and/or collective bargaining agreement. These items will be discussed during your orientation.

Board President or Secretary Date

Superintendent Date

For successful candidate/employee (*Sign and return to the central administrative office.*)

I understand that I am an employee-at-will and that my employment may be terminated at anytime with or without cause, subject to the terms and conditions of any applicable policy, employee handbook and/or collective bargaining agreement. I agree to comply with the Board's policies, the District's administrative ~~con-~~ procedures, and supervisors' instructions.

Employee Date

IASB POLICY REFERENCE MANUAL

TABLE OF CONTENTS

SECTION 6 - INSTRUCTION

Philosophy and Goals

- 6:10 Educational Philosophy and Objectives
- 6:15 School Accountability

Educational Calendar and Organization

- 6:20 School Year Calendar and Day
- 6:20-AP Administrative Procedure – Remote and/or Blended Remote Learning Day Plan(s)
- 6:30 Organization of Instruction

Curriculum

- 6:40 Curriculum Development
- 6:40-AP Administrative Procedure - Curriculum Development
- 6:50 School Wellness
- 6:60 Curriculum Content
- 6:60-AP1 Administrative Procedure - Comprehensive Health Education Program
- 6:60-AP1, E1 Exhibit - Requests to Examine Materials and Statutory Opt-outs
- 6:60-AP1, E2 Exhibit - Resources for Biking and Walking Safety Education
- 6:60-AP2 Administrative Procedure - Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))
- 6:60-AP3 Administrative Procedure - Developmentally Appropriate Consent Education
- 6:65 Student Social and Emotional Development
- 6:70 Teaching About Religions
- 6:70-AP Administrative Procedure - Teaching About Religions
- 6:80 Teaching About Controversial Issues
- 6:90 OPEN

- 6:100 Using Animals in the Educational Program
 - 6:100-AP Administrative Procedure - Dissection of Animals
 - 6:100-E1 Exhibit - Guidelines and Application for Using Animals in School Facilities for Educational Purposes
 - 6:100-E2 Exhibit - Student Permission for Exposure to Animals

Special Programs

- 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
 - 6:120-AP1 Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities
 - 6:120-AP1, E1 Exhibit - Notice to Parents/Guardians Regarding Section 504 Rights
 - 6:120-AP1, E2 Exhibit - Special Education Required Notice and Consent Forms
 - 6:120-AP2 Administrative Procedure - Access to Classrooms and Personnel
 - 6:120-AP2, E1 Exhibit - Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes
 - 6:120-AP3 Administrative Procedure - Service Animals
 - 6:120-AP3, E1 Exhibit - Guidelines for Service Animals in School Facilities
 - 6:120-AP4 Administrative Procedure - Care of Students with Diabetes
- 6:130 Program for the Gifted
- 6:135 Accelerated Placement Program
 - 6:135-AP Administrative Procedure - Accelerated Placement Program Procedures
- 6:140 Education of Homeless Children
 - 6:140-AP Administrative Procedure - Education of Homeless Children
- 6:145 Migrant Students
- 6:150 Home and Hospital Instruction
- 6:160 English Learners

- 6:170 Title I Programs
- 6:170-AP1 Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs
- 6:170-AP1, E1 Exhibit - District-Level Parent and Family Engagement Plan
- 6:170-AP1, E2 Exhibit - School-Level Parent and Family Engagement Plan
- 6:170-AP2 Administrative Procedure - Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws
- 6:170-AP2, E1 Exhibit - District Annual Report Card Required by Every Student Succeeds Act (ESSA)
- 6:180 Extended Instructional Programs
- 6:185 Remote Educational Program
- 6:190 Extracurricular and Co-Curricular Activities
- 6:190-AP Administrative Procedure - Academic Eligibility for Participation in Extracurricular Activities

Instructional Resources

- 6:200 OPEN
- 6:210 Instructional Materials
- 6:220 Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct
- 6:220-E1 Exhibit - Authorization to Participate in the Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct Agreement
- 6:220-E2 Exhibit - Bring Your Own Technology (BYOT) Program Student Guidelines
- 6:230 Library Media Program
- 6:230-AP Administrative Procedure - Responding to Complaints About Library Media Resources
- 6:230-AP, E Exhibit - Library Media Resource Objection Form
- 6:235 Access to Electronic Networks
- 6:235-AP1 Administrative Procedure - Acceptable Use of the District's Electronic Networks

- 6:235-AP1, E1 Exhibit - Student Authorization for Access to the District's Electronic Networks
- 6:235-AP1, E2 Exhibit - Staff Authorization for Access to the District's Electronic Networks
- 6:235-AP2 Administrative Procedure - Web Publishing Guidelines
- 6:235-AP3 Administrative Procedure - Development of an Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines
- 6:235-E3 Exhibit - Online Privacy Statement
- 6:235-E4 Exhibit - ~~Keeping Yourself and Your Kids Safe On Social Networks~~[Online Safety Resources](#)
- 6:235-E5 Exhibit - Children's Online Privacy Protection Act
- 6:240 Field Trips
 - 6:240-AP Administrative Procedure - Field Trip Guidelines
- 6:250 Community Resource Persons and Volunteers
 - 6:250-AP Administrative Procedure – Resource Persons and/or School Volunteers; Screening
 - 6:250-E Exhibit - Resource Person and Volunteer Information Form and Waiver of Liability
- 6:255 Assemblies and Ceremonies
- 6:260 Complaints About Curriculum, Instructional Materials, and Programs
 - 6:260-AP Administrative Procedure - Responding to Complaints About Curriculum, Instructional Materials, and Programs
 - 6:260-AP, E Exhibit - Curriculum Objection Form

Guidance and Counseling

- 6:270 Guidance and Counseling Program

Achievement

- 6:280 Grading and Promotion
 - 6:280-AP Administrative Procedure - Evaluating and Reporting Student Achievement
- 6:290 Homework

- 6:300 Graduation Requirements
 - 6:300-E1 Exhibit - Application for a Diploma for a Service Member Killed in Action or for Veterans of WW II, the Korean Conflict, or the Vietnam Conflict
 - 6:300-E2 Exhibit - State Law Graduation Requirements
 - 6:300-E3 Exhibit - Form for Exemption from Financial Aid Application Completion
- 6:310 High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students
 - 6:310-E Exhibit - Class Substitution Request
- 6:315 High School Credit for Students in Grade 7 or 8
- 6:320 High School Credit for Proficiency
- 6:330 Achievement and Awards
- 6:340 Student Testing and Assessment Program

DRAFT

Instruction

Exhibit - Online Safety Resources

For students:

Federal Trade Commission – www.consumer.ftc.gov/features/kids-online

Tips for Safe Social Networking for Teens (2017) – www.connectsafely.org/social-web-tips-for-teens/

NetSmartz – www.missingkids.org/netsmartz/resources

DHS know2protect Kids & Teens – www.dhs.gov/know2protect/k2p-kids-teens

National Crime Prevention Council – <https://www.ncpc.org.sg/internetsafety/>

For families:

Connect Safely – <https://connectsafely.org/social-media-topic/>.

Raising Digital Citizens (2022) – www.staysafeonline.org/articles/raising-digital-citizens

Cyberbullying Research Center – <https://cyberbullying.org>

A few tips to keep your child safe online (2019) – www.consumer.ftc.gov/blog/2019/04/coppa-few-tips-keep-your-child-safe-online

Keeping Children Safe Online (2023) – www.cisa.gov/news-events/news/keeping-children-safe-online

Safer Social Media and Messaging Apps for Kids – www.common sense media.org/lists/safer-social-media-and-messaging-apps-for-kids

Cybersecurity Awareness Program Parent and Educator Resources (2021) – www.cisa.gov/resources-tools/resources/cybersecurity-awareness-program-parent-and-educator-resources

American Psychological Association – www.apa.org/topics/social-media-internet/social-media-parent-tips

American Academy of Pediatrics – www.aap.org/en/patient-care/media-and-children/center-of-excellence-on-social-media-and-youth-mental-health/

**IASB POLICY REFERENCE MANUAL
TABLE OF CONTENTS
SECTION 7 - STUDENTS**

Equity

- 7:10 Equal Educational Opportunities
 - 7:10-AP1 Administrative Procedure - Accommodating Transgender, Nonbinary, or Gender Nonconforming Students
 - 7:10-AP2 Administrative Procedure – Accommodating Breastfeeding Students
 - 7:10-E Exhibit - Equal Educational Opportunities Within the School Community
- 7:15 Student and Family Privacy Rights
 - 7:15-E Exhibit - Notification to Parents of Family Privacy Rights
- 7:20 Harassment of Students Prohibited
 - 7:20-AP Administrative Procedure - Harassment of Students Prohibited

Assignment and Admission

- 7:30 Student Assignment and Intra-District Transfer
- 7:40 Nonpublic School Students, Including Parochial and Home-Schooled Students
 - 7:40-AP Administrative Procedure - Placement of Nonpublic School Students Transferring Into the District
- 7:50 School Admissions and Student Transfers To and From Non-District Schools
 - 7:50-AP Administrative Procedure - School Admissions and Student Transfers To and From Non-District Schools
- 7:60 Residence
 - 7:60-AP1 Administrative Procedure - Challenging a Student’s Residence Status
 - 7:60-AP2 Administrative Procedure - Establishing Student Residency
 - 7:60-AP2, E1 Exhibit - Letter of Residence from Landlord in Lieu of Lease
 - 7:60-AP2, E2 Exhibit - Letter of Residence to be Used When the Person Seeking to Enroll a Student Is Living with a District Resident
 - 7:60-AP2, E3 Exhibit - Evidence of Non-Parent’s Custody, Control, and Responsibility of a Student

Attendance

7:70	Attendance and Truancy
7:80	Release Time for Religious Instruction/Observance
7:90	Release During School Hours
7:100	Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students
7:110	OPEN
7:120	OPEN

Rights and Responsibilities

7:130	Student Rights and Responsibilities
7:140	Search and Seizure
7:140-AP	Administrative Procedure - Use of Metal Detectors and Searches for Student Safety
7:140-E	Exhibit - Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act
7:150	Agency and Law Enforcement Requests
7:150-AP	Administrative Procedure - Managing Agency and Law Enforcement Requests
7:150-AP, E	Exhibit - Record of Agency and Law Enforcement Requests
7:160	Student Appearance
7:165	School Uniforms
7:170	Vandalism
7:180	Prevention of and Response to Bullying, Intimidation, and Harassment
7:180-AP1	Administrative Procedure - Prevention, Identification, Investigation, and Response to Bullying
7:180-AP1, E1	Exhibit - Resource Guide for Bullying Prevention
7:180-AP1, E2	Exhibit - Be a Hero by Reporting Bullying
7:180-AP1, E3	Exhibit - Memo to Staff Regarding Bullying
7:180-AP1, E4	Exhibit - Memo to Parents/Guardians Regarding Bullying
7:180-AP1, E5	Exhibit - Report Form for Bullying

7:180-AP1, E6	Exhibit - Interview Form for Bullying Investigation
7:180-AP1, E7	Exhibit - Response to Bullying
7:185	Teen Dating Violence Prohibited
7:185-E	Exhibit - Memo to Parents/Guardians Regarding Teen Dating Violence
7:190	Student Behavior
7:190-AP1	Student Handbook - Hazing Prohibited
7:190-AP2	Student Handbook - Gang Activity Prohibited
7:190-AP3	Administrative Procedure - Guidelines for Reciprocal Reporting of Offenses Committed by Students
7:190-AP4	Administrative Procedure - Use of Isolated Time Out, Time Out, and Physical Restraint
7:190-AP5	Student Handbook - Electronic Devices
7:190-AP6	Administrative Procedure - Guidelines for Investigating Sexting Allegations
7:190-AP7	Administrative Procedure - Student Discipline Guidelines
7:190-AP8	Administrative Procedure - Student Re-Engagement Guidelines
7:190-AP9	Administrative Procedure - Administrative Transfer to Regional Safe School Program
7:190-E1	Exhibit - Aggressive Behavior Reporting Letter and Form
7:190-E2	Exhibit - Student Handbook Checklist
7:190-E3	Exhibit - Memorandum of Understanding
7:190-E4	Exhibit - Acknowledgment of Receiving Student Behavior Policy and Student Conduct Code
7:200	Suspension Procedures
7:200-E1	Exhibit - Short Term Out-of-School Suspension (1-3 Days) Reporting Form
7:200-E2	Exhibit - Long Term Out-of-School Suspension (4-10 Days) Reporting Form
7:210	Expulsion Procedures
7:210-E1	Exhibit - Notice of Expulsion Hearing
7:220	Bus Conduct

- 7:220-AP Administrative Procedure - Electronic Recordings on School Buses
- 7:230 Misconduct by Students with Disabilities
- 7:240 Conduct Code for Participants in Extracurricular Activities
 - 7:240-AP1 Administrative Procedure - Code of Conduct for Extracurricular Activities
 - 7:240-AP2 Administrative Procedure - Extracurricular Drug and Alcohol Testing Program
 - 7:240-AP2, E1 Exhibit - Consent to Participate in Extracurricular Drug and Alcohol Testing Program

Welfare Services

- 7:250 Student Support Services
 - 7:250-AP1 Administrative Procedure - Measures to Control the Spread of Head Lice at School
 - 7:250-AP2 Administrative Procedure - Protocol for Responding to Students with Social, Emotional, or Mental Health Needs
- 7:255 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence
 - 7:255-AP1 Administrative Procedure - Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence
 - 7:255-AP2 Administrative Procedure - Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence
- 7:260 Exemption from Physical Education
- 7:270 Administering Medicines to Students
 - 7:270-AP1 Administrative Procedure - Dispensing Medication
 - 7:270-AP2 Administrative Procedure - Checklist for District Supply of Undesignated Medication(s)
 - 7:270-E1 Exhibit - School Medication Authorization Form
 - 7:270-E2 Exhibit - School Medication Authorization Form - Medical Cannabis
- 7:275 Orders to Forgo Life-Sustaining Treatment
- 7:280 Communicable and Chronic Infectious Disease

- 7:280-AP Administrative Procedure - Managing Students with Communicable or Infectious Diseases
- 7:280-E1 **OPEN**
- 7:280-E2 Exhibit - Reporting and Exclusion Requirements for Common Communicable Diseases
- 7:280-E3 Exhibit - Preventing Staphylococcal Infections for Schools
- 7:285 Anaphylaxis Prevention, Response, and Management Program
- 7:285-AP Administrative Procedure - Anaphylaxis Prevention, Response, and Management Program
- 7:285-AP, E Administrative Procedure - Allergy and Anaphylaxis Emergency Plan
- 7:290 Suicide and Depression Awareness and Prevention
- 7:290-AP Administrative Procedure - Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program

Activities

- 7:300 Extracurricular Athletics
- 7:300-E1 Exhibit - Agreement to Participate
- 7:300-E2 Exhibit - Certificate of Physical Fitness for Participation in Athletics
- 7:300-E3 Exhibit - Authorization for Medical Treatment
- 7:305 Student Athlete Concussions and Head Injuries
- 7:305-AP Administrative Procedure - Program for Managing Student Athlete Concussions and Head Injuries
- 7:310 Restrictions on Publications; Elementary Schools
- 7:310-AP Administrative Procedure - Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools
- 7:315 Restrictions on Publications; High Schools
- 7:315-AP Administrative Procedure - Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools
- 7:320 **OPEN**
- 7:325 Student Fundraising Activities

7:325-E Exhibit - Application and Procedures to Involve Students in Fundraising Activities

7:330 Student Use of Buildings - Equal Access

7:330-E Exhibit - Application ~~for~~ to Establish Noncurriculum Related Student Groups ~~That~~ That Are Not School Sponsored ~~to~~ and Request ~~for~~ Free Use of School Premises for Meetings

Records

7:340 Student Records

7:340-AP1 Administrative Procedure - School Student Records

7:340-AP1, E1 Exhibit - Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records

7:340-AP1, E2 Exhibit - Using a Photograph or Video Recording of a Student

7:340-AP1, E3 Exhibit - Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

7:340-AP1, E4 Exhibit - Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information

7:340-AP1, E5 Exhibit - Biometric Information Collection Authorization

7:340-AP2 Administrative Procedure - Storage and Destruction of School Student Records

7:340-AP2, E1 Exhibit - Letter Containing Schedule for Destruction of School Student Records

7:345 Use of Educational Technologies; Student Data Privacy and Security

7:345-AP Administrative Procedure - Use of Educational Technologies; Student Data Privacy and Security

7:345-AP, E1 Exhibit - Student Covered Information Reporting Form

7:345-AP, E2 Exhibit - Student Data Privacy; Notice to Parents About Educational Technology Vendors

7:345-AP, E3 Exhibit - Parent Notification Letter for Student Data Breach

7:345-AP, E4 Exhibit - Notice of Parent Rights Regarding Student Covered Information

7:345-AP, E5 Exhibit - Parent Request Form for Student Covered Information

DRAFT

Students

Exhibit - Aggressive Behavior Reporting Letter and Form

Dear Parent(s)/Guardian(s):

Please be advised that your child engaged in behavior that, if repeated, could escalate into aggressive behavior, such as bullying. Illinois law requires school districts to notify the parent or guardian of a child who demonstrated behaviors that put him or her at risk for engaging in aggressive behavior. [105 ILCS 5/10-20.14](#).

The ~~School~~ Board policy on student behavior prohibits a student while at school or a school-related activity from: (1) engaging in any kind of bullying or aggressive behavior that causes physical or psychological harm to someone else, and/or (2) urging other students to engage in such conduct.

This early notification is intended to help ~~all of~~ us work together to avoid repetition of the behavior.

Student _____ Incident date _____

Incident location _____ Incident time _____

Reported by _____ Reporting date _____

Description of the behavior: *(Reporters, be specific. Describe what happened, what harm resulted, the ~~child~~ student's explanation, and any known or suspected causes for what happened.)*

Follow-up conference: I or someone from my office will telephone you to schedule an in-person meeting or telephone conference to discuss what occurred and ways to help your child; (1) be aware of how others were affected by the behavior, and (2) ~~to~~ understand boundaries and manage conflict.

The following consequence(s) or intervention(s) is/are recommended:

- ☐ Counseling or other support services for your child.
- ☐ Providing opportunities for all individuals involved in an incident to reach a resolution.
- ☐ Enabling your child to make amends for the harm caused.
- ☐ Suggesting your child receive non-District affiliated services.
- ☐ [Insert other] _____

The District is committed to helping those involved learn from this experience.

 Building Principal

 Date

Students

Exhibit - Acknowledgement of Receiving Student Behavior Policy and Student Conduct Code

Board policy 7:190, *Student Behavior*, and the *Student Conduct Code* were developed to help all students receive quality instruction in a safe and positive educational environment. Board policy 7:190, *Student Behavior*, is contained in the *Student Conduct Code*.

Please review and discuss the Board policy on *Student Behavior* and the *Student Conduct Code* with your child, sign this sheet, and return it to your child's school. Should you have any questions, please contact your child's Building Principal.

You may access electronic copies of ~~the~~ Board policy 7:190en, *Student Behavior*, and the *Student Conduct Code* on the District website: _____

Failure to return this acknowledgement and pledge will not relieve a student or the parent/guardian from being responsible for knowing and complying with the rules contained within the Board policy on *Student Behavior* and the *Student Conduct Code*.

Acknowledgement

I acknowledge receiving the Board policy on *Student Behavior* and the *Student Conduct Code*, and I have reviewed them and understand the responsibilities contained in them.

Parent/Guardian: _____ Date: _____

I acknowledge receiving the Board policy on *Student Behavior* and the *Student Conduct Code*. I pledge to follow the *Student Behavior* policy and *Student Conduct Code* and to help maintain a safe and positive school environment.

Student: _____ Date: _____

Students

Exhibit - Short Term Out-of-School Suspension (1-3 Days) Reporting Form

Dear Parent(s)/Guardian(s):

Illinois law requires a ~~School~~^{the} District to provide the following information to a parent/guardian of a child who is suspended from school due to an act of gross disobedience or misconduct. [105 ILCS 5/10-22.6.](#)

Student _____

Incident Date _____

Student handbook rule(s) and/or Board policy violated: _____

Date and time of pre-suspension conference with student: _____

(If this conference was not held because the student's conduct posed an immediate danger to persons or property, list the date and time the pre-suspension conference will be conducted.)

Date(s) of suspension: _____

Date student is eligible to return to school: _____

Description of incident: *(List all pertinent information (date, time, location) regarding the specific act(s) of gross disobedience or misconduct resulting in the decision to suspend.)*

Rationale for the specific duration of the suspension:

It has been further determined that: *(At least one of the following must be completed.)*

- I. Your child's continued presence at school poses a threat to school safety.** Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that your child is likely to engage in similar conduct in the future. These determinations include, but are not limited to, one or more of the following additional reasons: *(List explanation below.)*

II. Your child's continued presence at school poses a disruption to other students' learning opportunities. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct school, officials have determined that (a) your child is likely to engage in similar conduct in the future, and/or (b) the presence of your child at school will foster a culture that his or her behavior(s) at school is/are acceptable or tolerated. These determinations include, but are not limited to, or more of the following: (*List explanation below.*)

The school is required to make all reasonable efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions. The following behavioral and disciplinary interventions have been exhausted. (*List all behavioral and disciplinary interventions and resources previously utilized to address the student's behavior or indicate if there are no appropriate and available interventions and resources; e.g., any previous correspondence with parents or guardians about the behavior, check-in/check-out, functional behavioral analysis (FBA), behavioral improvement plan (BIP), social academic instructional group (SAIG), in-school suspension, out-of-school suspension and/or other interventions and resources.*)

During the period of suspension, your child may not be present at school, on grounds owned or controlled by the School District or at any School District activity. Failure to comply with this directive constitutes a trespass and will be dealt with accordingly.

Upon returning to school, your child will ~~be given an~~have an opportunity to make up work missed during the suspension for equivalent academic credit.

To discuss this matter, you may contact the Building Principal. Alternatively, you have the right to have the suspension reviewed by the School Board or a hearing officer acting on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to (*insert name and address of the Superintendent's office*).

Building Principal

Date

cc: School Board

Students

Exhibit - Application ~~for to~~ Establish Noncurriculum Related Student Groups ~~T~~hat Are Not School Sponsored ~~to and~~ Request ~~for~~ Free Use of School Premises for Meetings

[For high school and unit districts]

A student must complete this form to request to establish a noncurriculum related student group or club that is not school sponsored and to request the free use of school premises for a meeting ~~of a student group that is not school sponsored~~. Only one student needs to complete the application. Submit the completed application to the Building Principal at least one week before the first meeting. When a copy of this form is returned to the student with the necessary approval signature, the group may use the designated school premises, at the identified time, for its meetings.

Student applicant

Student contact number

Student group name

Requested school premises to be used

Program/Meeting

Program/Activity date(s) and time(s)

Materials or equipment to be brought into facility, if any

The following rules apply to the free use of school premises by noncurriculum related non-school-sponsored student groups:

1. The meeting(s) must be student-initiated, meaning that a request to use school premises is being made by a student and the group or club is led by a student.
2. The meeting(s) must occur during non-instructional time identified by the Building Principal. This time is typically before classroom instruction begins or after it ends.
3. In scheduling the use of school premises, activities associated with the District's educational program have priority over the activities of any other organization. Otherwise, school premises will be available on a first-come, first-served basis.
4. The assigned room and its contents must be restored to its original condition and configuration after each use. Only modular furniture may be moved. Nothing shall be adhered or affixed to walls that will leave marks. Any decorations used shall be removed after the meeting. The contents of any assigned room are the property of the ~~School~~-District or teacher and shall not be handled or removed.
5. Before any meeting, a member of the noncurriculum related non-school-sponsored student group must give the office the names of anyone attending the meeting who is neither a student nor a school staff member. All visitors must register at the school office before proceeding to any scheduled student meeting. Non-school individuals may not regularly attend meetings. Any visitors

to school property are also expected to follow Board policy 8:30, *Visitors to and Conduct on School Property*.

6. All advertisements, including flyers or wall postings, must contain neutral content generally limited to club/group name, meeting time(s), and location(s) as well as the approval, with initials, of a teacher or administrator and include the following disclaimer: "This flyer was created by the [insert name of student group] and does not in any way represent the views or opinions of [insert District name]." Any advertisements must also comply with Board policy 8:25, *Advertising and Distributing Materials in Schools Provided by Non-School Related Entities*. The following mediums ~~are~~ may be available on request to announce group meetings:
 - Office bulletin board containing announcements
 - Public address system
 - Student newspaper
 - School or District website
7. No activity is allowed on school grounds that would violate the student disciplinary policy. Any student who engages in misconduct is subject to disciplinary action, including suspension and expulsion.
8. A school staff member ~~or other responsible adult~~ must be present in a supervisory capacity.
9. The Equal Access Act, 20 U.S.C. §4071 et seq., controls the free use of school premises by non-school-sponsored noncurriculum related student groups.
10. The use of school facilities by student groups or clubs directed and controlled by non-school persons non-school-sponsored groups is governed by Board policy 8:20, *Community Use of School Facilities*. Do not use this form to request meeting space for those groups or clubs.
- 9.11. The school retains the right to suspend the student group's or club's approval status and/or use of school premises or resources at any time for violations of these rules.

I agree to follow the rules stated in this application and all Board policies and administrative procedures related to the student group's use of the school's facilities.

Student applicant signature

Date

Note to office: after the Building Principal acts on this application, return a copy of it to the student making the request and keep the original in the office.

☐ **Approved**

☐ **Denied**

This non-school-sponsored student group may meet in the following location at the identified times with the assigned school staff member supervising the meeting:

Location and Assigned School Staff Member

Time

Building Principal or designee

Date

School Board

Public Participation at School Board Meetings and Petitions to the Board¹

During each regular and special open meeting of the [School Board or Board Committee](#), any person may comment to or ask questions of the [School Board \(public participation\)](#), subject to the reasonable constraints established and recorded in this policy's [guidelines below](#).² The Board listens to comments

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

¹ The Open Meetings Act (OMA) requires public bodies to have rules (a policy) on public participation. Public comment is synonymous with public participation. They are used interchangeably in the footnotes below. 5 ILCS 120/. Customize this policy to ensure it is responsive to the community's public participation needs.

OMA and the School Code grant any person the right to address a school board during any open meeting. See 5 ILCS 120/2.06, 105 ILCS 5/10-6 (board of directors), 5/10-16 (board of education), and [Public Access Opinion \(PAO\)](#) 19-2. See f/ns 2, 4, and 5 below for more detailed discussions.

Policy 2:110, *Qualifications, Term, and Duties of Board Officers*, governs the board president's duties, one of which is to preside at all meetings, including presiding over public participation and enforcing this policy. Enforcing this policy is key to the board conducting a successful meeting. The board president should speak with the board attorney to: (1) craft opening statements for the public participation portion of the meeting related to enforcement of this policy and consequences for violating it or any other related board policies, and (2) discuss whether the presence of security and/or law enforcement is advisable, especially when public participation is expected to be long or contentious. For [a-resources](#) on best practices for managing challenging public comment periods, including a sample opening statement, see: www.iasb.com/policy-services-and-school-law/guidance-and-resources/managing-challenging-public-comment-periods/ and other learning opportunities through IASB's Online Learning Center, at: www.iasb.com/conference-training-and-events/training/online-learning/online-courses/.

While it does not apply directly to school boards, the Empowering Public Participation Act, 5 ILCS 850/, [added by P.A. 102-348](#), prohibits law enforcement agencies or officers employed by them from intentionally conducting background checks of individuals based solely on the fact that they are speaking at an open meeting of a public body. Consult the board attorney for a discussion related to the appropriateness of board members and school officials using search engines and/or other social media platforms to search for information about individuals speaking during public participation.

² This sentence combines 105 ILCS 5/10-16 and 5 ILCS 120/2.06(g). Prohibiting public comment and/or restricting public comment to written filings violates the mandates and overarching purpose of OMA. *Roxana CUSD No. 1 v. EPA*, 998 N.E.2d 961 (Ill.App.4 2013).

While some courts have upheld public bodies limiting public comment to certain subjects, such as only subjects on the agenda or only related to the business of the public body, this sample policy does not provide default sample text for limiting public comment to certain subjects. This is because 105 ILCS 5/10-16 requires school boards to allow members of the public "to comment to or ask questions of the board." The cases in which courts upheld limiting public comment to certain subjects involved public bodies with no governing statutes that required the public body to allow the public "to comment to or ask questions of the board."

Consult with the board attorney for guidance before adopting a maximum time limit for public participation; public comment rules are frequently challenged. The Ill. Public Access Counselor (PAC) has issued only unpublished, non-binding opinions approving of 30- and 60-minute overall time limits for public comment under OMA. The PAC has issued a binding opinion finding that a public body violated OMA when, pursuant to an unrecorded rule, it limited public comment on a controversial topic to 15 minutes. [Public Access Opinion \(PAO\)](#) 19-2. The PAC noted that while the lack of an adopted policy on the time period for public comment did not "necessarily mean that public comment must be allowed to continue indefinitely," the public body presented "no evidence that limiting comments was necessary to maintain decorum or that extending the comment period would have unduly interfered with the orderly transaction of public business." *Id.* If the board wants to establish a maximum time limit for public participation, it may revise the first sentence of the paragraph as follows:

or questions during public participation; responses to comments to or questions of the Board are most often managed through [Board](#) policy 3:30, *Chain of Command*.³

To preserve sufficient time for the Board to conduct its business, any person appearing before the Board is expected to follow these guidelines:⁴

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President. This includes following the directives of the Board President to maintain order and decorum for all.

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

For a maximum of 60 minutes ~~During~~ each regular and special open meeting of the [School Board or Board Committee](#), any person may comment to or ask questions of the [School Board \(public participation\)](#), subject to the reasonable constraints established and recorded in this policy's ~~guidelines below~~. ~~The time limit for public participation at a meeting may be extended upon the majority vote of the Board members at the regular or special meeting.~~

If a board wants to establish a time limit other than 60 minutes, substitute with the time limit desired. Note that any extension of a public comment period cannot be based on the viewpoint of a speaker(s).

³ The law does not require board members to respond during public participation, and best practices for meetings instruct board members to refrain from engaging in commentary with members of the public during public participation.

⁴ OMA does not but PAO 19-2 does provide specific rules. These guidelines may be amended. The guidelines for public comment and the time limits (if any) should be reviewed with the board attorney. Restrictions on public comment during board meetings must respect free speech rights guaranteed by the First Amendment. Do not use viewpoint-based restrictions on public comment time unless approved by the board attorney. Many decisions address the tension between free speech and rules for public comment during meetings. See, for example:

[Mnyofu v. Rich Twp. High Sch. Dist.](#), 2007 WL 1308523 (N.D.Ill. 2007)(school boards may impose guidelines for running meetings to maintain effectiveness).

PAO 19-2 (~~The PAC ordered a board to refrain from applying unestablished and unrecorded rules to restrict public comment at future meetings stating, "Though a public body has inherent authority to conduct its meetings in an efficient manner and need not allow public comment to continue indefinitely, there was no evidence that capping public comment to 15 minutes was necessary to maintain decorum or that extending the comment period would have unduly interfered with the orderly transaction of public business."~~).

PAO 21-9 (The PAC found a board violated OMA when it required public comments about retention of a coach to be made in closed, rather than open, session).

[PAO 26-1](#) (~~The PAC suggested that a public body can cut off inflammatory comments that disrupt a meeting because the content is profane or insulting, even in the absence of a specific rule; however, a public body cannot cut off a speaker simply because they name a certain member of the board). Note that this sample policy incorporates the rules in sample policy 8:30, Visitors to and Conduct on School Property, which, in part, prohibits threats, harassment, and obscenity.~~

[Lowery v. Jefferson Co. Bd of Educ.](#), 586 F.3d 427 (6th Cir. 2009)(upheld a rule prohibiting speakers from being frivolous, repetitive, or harassing).

[Steinburg v. Chesterfield Cnty. Planning Comm'n](#), 527 F.3d 377 (4th Cir. 2008), *cert. denied* (upheld removal of a man from a public meeting for behaving in a hostile manner).

[Norse v. City of Santa Cruz](#), 629 F.3d 966 (9th Cir. 2010)(remanded a decision upholding community member's removal from city council meeting after community member gave a Nazi salute in presiding officer's direction, which is considered as classic viewpoint discrimination for which city council members were not entitled to qualified immunity).

[Fairchild v. Liberty Indep. Sch. Dist.](#), 597 F.3d 747 (5th Cir. 2010)(upheld a policy banning discussion of personnel matters during public comment; the rationale turned, at least in part, on the Texas open meetings law).

[Bach v. Sch. Bd. of the City of Virginia Beach](#), 139 F.Supp.2d 738 (E.D.Va. 2001)(struck down a rule that prohibited personal attacks during public comments at meetings).

[Ison v. Madison Local Sch. Dist. Bd. of Educ.](#), 3 F.4th 887 (6th Cir. 2021)(found a policy prohibiting statements that were personally directed, abusive, or antagonistic constituted viewpoint discrimination in violation of the First Amendment).

[Platt v. Mansfield](#), 162 F.4th 430 (4th Cir. 2025)(~~holding a board policy prohibiting public comments that target, criticize, or attack individual students likely did not violate the First Amendment if applied in a nondiscriminatory manner~~).

2. Use a sign-in sheet, if requested.⁵
3. Identify oneself and be brief. Ordinarily, the time for any one person to address the Board during public participation shall be limited to ~~three~~five minutes.⁶ In ~~unusual-extenuating~~ circumstances, ~~e.g., to accommodate a person's disability or language interpreter~~, and when an individual has made a request to speak for a longer period of time, the Board President may allow a person to speak for more than ~~three~~five minutes. If multiple individuals wish to address the Board on the same subject, the group is encouraged to appoint a spokesperson.
4. Observe, when necessary and appropriate, the Board President's authority to:
 - a. Shorten the time for each person to address the Board during public participation to conserve time and give the maximum number of people an opportunity to speak; and/or
 - b. Determine procedural matters regarding public participation not otherwise covered in Board policy.
5. Conduct oneself with respect and civility toward others and otherwise abide by Board policy 8:30, *Visitors to and Conduct on School Property*.⁷

Petitions or written correspondence to the Board shall be presented to the Board in the next regular Board packet.⁸

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

⁵ Optional. A public commenter cannot be excluded for refusing to provide his or her home address ~~or because he or she is not a district resident~~. PAOs 14-9 and 19-9. Generally, a board should consult with its attorney regarding the practice of excluding public commenters for reasons relating to the sign-in sheet.

⁶ Time limits for any one person to address the Board during public participation may be adjusted up, ~~or down~~but consult the board attorney before setting time limits below three minutes. Based upon *I.A. Rana Enterprises, Inc. v. City of Aurora*, 630 F.Supp.2d 912 (N.D.Ill. 2009), many attorneys agree that speaker time limits should be a minimum of three minutes per person, but some public bodies have successfully implemented two minutes per person. This sample uses ~~three~~five minutes because it is a frequently used time limit. See *I.A. Rana Enterprises, Inc. v. City of Aurora*, 630 F.Supp.2d 912 (N.D.Ill. 2009) (finding a three-minute time limit reasonable citing *Wright v. Anthony*, 733 F.2d 575, 577 (8th Cir. 1984) which upheld a five-minute time limit for individual public comments and holding time limits serve "a significant governmental interest in conserving time and in ensuring that others ha[ve] an opportunity to speak"). Note that the Ill. Municipal Code, which applied to the City of Aurora in *I.A. Rana Enterprises, Inc.*, did not have the same requirements as the School Code to allow members of the public to "comment to or ask questions of the board." *I.A. Rana Enterprises, Inc.* also predated the 2011 amendments to OMA allowing "[a]ny person an opportunity to address public officials under the rules established and recorded by the public body."

Based upon *I.A. Rana Enterprises, Inc.*, many attorneys agree that speaker time limits should be a minimum of three minutes per person, but some public bodies have successfully implemented two minutes per person. Consult the board attorney before setting time limits below three minutes.

⁷ See sample policy 8:30, *Visitors to and Conduct on School Property*, at f/n 23, for a discussion regarding exclusion of persons from board meetings for their failure to follow conduct rules. *Nuding v. Cerro Gordo CUSD*, 343 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; the ban was based on the parent's exposing a toy gun and a pocketknife at a board meeting).

Initiating lawsuits against citizens over their uncivil public comments is tricky. Always consult the board attorney, and in some instances, a board member may need to consult his or her own private attorney. The Ill. Citizen Participation Act (CPA) (735 ILCS 110/15) provides citizens a mechanism to stop lawsuits brought against them for their public comments. The law, referred to as *anti-SLAPP legislation*, prohibits public officials from suing citizens for "any act or acts in furtherance of [their] rights of petition, speech, association, or to otherwise participate in government." SLAPP means *Strategic Lawsuits Against Public Participation*.

The CPA does not bar public officials from seeking relief when they can allege that (a) the citizen's comments were "not genuinely aimed at procuring favorable government action, result, or outcome," and/or (b) the citizen engaged in defamation or another intentional tort causing the public official damage. See *Sandholm v. Kuecker*, 962 N.E.2d 418 (Ill. 2012).

⁸ A board of school directors must reply to a written request for consideration of a matter within 60 days from the board's receipt of the request. 105 ILCS 5/10-6. Boards of education may treat petitions or correspondence according to a uniform, locally developed process, e.g., a board may wish to limit petitions and written correspondence presented to the board to those that are received at the district office via mail or hand delivery.

Commented [DJ1]: Note to Subscribers: A three-minute time limit is suggested, based on the practice of many boards. See the discussion in footnote 6 about the length of time for public comment.

LEGAL REF.: 105 ILCS 5/10-6 and 5/10-16.
5 ILCS 120/2.06, Open Meetings Act.
[I.A. Rana Enterprises, Inc. v. City of Aurora, 630 F.Supp.2d 912 \(N.D.Ill. 2009\).](#)

CROSS REF.: [3:30 \(Chain of Command\)](#), 2:220 (School Board Meeting Procedure), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

DRAFT

2:230

Page 4 of 4

©2022-2026 Policy Reference Education Subscription Service
Illinois Association of School Boards. All Rights Reserved.
Please review this material with your school board attorney before use.

General School Administration

Succession of Authority

If the Superintendent, Building Principal, or other administrator is temporarily unavailable, the succession of authority and responsibility of the respective office shall follow a succession plan, developed by the Superintendent and submitted to the School Board.¹

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 3:30 (Chain of Command)

DRAFT

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

¹ This policy is at the local board's discretion. Submitting the succession plan to the board provides an opportunity for the superintendent to manage the district and provide leadership for the staff while allowing the board to monitor this policy and stay informed. See the IASB's *Foundational Principles of Effective Governance* at: www.iasb.com/training-and-events/training/training-resources/foundational-principles-of-effective-governance www.iasb.com/pdf/found-prin.pdf. A board may want to approve the succession plan used in the event of an administrator's temporary absence and, if so, should delete submitted to and replace it with "approved by".

Operational Services

Convicted Child Sex Offender; Screening; Notifications ¹

Persons Prohibited on School Property without Prior Permission

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 meets either of the following two exceptions: ²

1. The offender is 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 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. The offender received permission to be present from the School 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 shall supervise a child sex offender whenever the offender is in a child's vicinity.³ If a student is a sex offender, the Superintendent or designee shall develop guidelines for managing his or her presence in school. ⁴

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

¹ The topic covered by this policy was previously a part of [sample policy](#) 4:170, *Safety*.

² 720 ILCS 5/11-9.3, [amended by P.A. 104-245](#), contains these requirements concerning a child sex offender's presence on school property. An Illinois federal court denied a father's request to enjoin a school's policy that prohibited him, as a child sex offender, from attending his children's school activities in *Doe v. Paris Union Sch. Dist.*, 2006 WL 44304 (C.D.Ill. 2006). See also [sample policy](#) 8:30, *Visitors to and Conduct on School Property*.

³ 720 ILCS 5/11-9.3(a). 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 to supervise a child sex offender whenever the offender is in a child's vicinity. See also [sample policy](#) 8:30, *Visitors to and Conduct on School Property*.

⁴ Aside from rumor and notoriety, there are three ways that school officials may learn that an enrolled student is a sex offender or a violent offender against youth:

1. By being informed by the student or the student's parent/guardian.
2. Through the Ill. State Police (ISP) Sex Offender Registry, <https://sor.isp.illinois.gov/sorpublic/www.isp.state.il.us/sor>. A juvenile sex offender is listed there after the juvenile becomes 17 years old and will be listed for the remaining registration period. 730 ILCS 150/2, [amended by P.A. 103-1071](#). The database is updated daily and allows searching by name, city, county, ~~zip~~ZIP code, compliance status, or any combination thereof.
3. By receiving notification from a law enforcement agency that a juvenile sex offender or juvenile violent offender against youth is enrolled in a school. The law enforcement agency having jurisdiction to register the juvenile must provide a copy of the offender registration form to the building principal and school counselor designated by the principal; the school must keep the registration form separately from the student's school records. 730 ILCS 152/121(b), [amended by P.A. 102-197](#).

Screening⁵

The Superintendent or designee shall perform fingerprint-based criminal history records information checks and/or screenings required by State law or Board policy for employees; student teachers; students doing field or clinical experience other than student teaching;⁶ contractors' employees who have direct, daily contact with one or more children; and resource persons and volunteers. The Board President shall ensure that these checks are completed for the Superintendent. He or she shall take appropriate action based on the result of any criminal background check and/or screen.⁷

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

If a sex offender is enrolled in a school, guidelines for managing the sex offender's presence in school should be prepared. The components will depend on the situation but generally should include asking the parent/guardian of a sex offender below the age of 17 years for permission to share the information with certain staff for the protection of both the student and other students. In addition, the guidelines should include a supervision plan providing supervision for the student during all aspects of his or her school day. Finally, the guidelines must respect the privacy of juvenile records and comply with the Ill. School Student Records Act (105 ILCS 10/). The board attorney should be consulted.

⁵ The law is silent with regard to *screening* volunteers and individuals in the proximity of a school. Screening and *fingerprint-based criminal history records checks* are different. See [sample administrative](#) procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*, for further distinctions.

The School Code requires school districts to perform a *fingerprint-based criminal history records check* through (a) the ISP for an individual's Criminal History Records Information (CHRI) and (b) the Federal Bureau of Investigation's national crime information databases. 105 ILCS 5/10-21.9(a), (a-5) and (a-6), ~~amended by P.A. 101-531~~.

Screening only involves checking an individual's name and address against publicly-available databases and information provided for local law enforcement like the: (1) Illinois Sex Offender Registry, <https://sor.isp.illinois.gov/sorpublic/www.isp.state.il.us/sor/>, and (2) the Violent Offender Against Youth Registry maintained by the ISP, <https://sor.isp.illinois.gov/sorpublic/www.isp.state.il.us/emvo/>. Screening must be done for employment applicants and repeatedly at least once every five years that an individual remains employed by the district. 105 ILCS 5/10-21.9(a-5) and (a-6), ~~amended by P.A. 101-531~~. See [sample](#) policy 5:30, *Hiring Process and Criteria*, and its accompanying [sample administrative](#) procedure 5:30-AP2, *Investigations*; See also [sample](#) policy 6:250, *Community Resource Persons and Volunteers*, and its accompanying [sample administrative](#) procedure 6:250-AP, *Resource Persons and/or School Volunteers; Screening*.

⁶ [Field experiences mean a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct research, and they may occur in off-campus settings such as schools, community centers, or homeless shelters. 23 Ill. Admin. Code §25.610. Clinical experiences are part of the professional preparation program enabling candidates for licensure to acquire practical experience alongside theoretical knowledge prior to assuming the full responsibilities of the role for which they are seeking licensure. Id. Clinical experiences include pre-student teaching field experiences and student teaching. Id. Field or clinical experiences other than student teaching often provide aspiring educators with structured, hands-on, supervised experiences in real schools to help them learn how to teach.](#)

⁷ If permitted by federal or State law, when a fingerprint-based criminal history records check returns a *conviction* of a crime set forth in 105 ILCS 5/21B-80 or when a screening finds a *registration* for an individual licensed by the Ill. State Board of Education (ISBE), the superintendent or regional superintendent must notify the ISBE Superintendent in writing within 15 business days. 105 ILCS 5/10-21.9(e), ~~amended by P.A.s 101-531 and 101-643~~. Contact the board attorney for guidance regarding disclosures permitted by federal or State law.

By comparison, when a fingerprint-based criminal history records check returns a pending criminal charge for an offense set forth in 105 ILCS 5/21B-80, the superintendent, regional office of education, or entity that provides background checks, must notify the ISBE Superintendent within 10 days. *Id.* 105 ILCS 5/10-21.9(e), ~~amended by P.A. 101-643~~, does not state whether the notice requirement is calendar days or business days. Support for it being business days is found later in 105 ILCS 5/10-21.9(e), which requires that notice for convictions be provided within 15 business days. Additionally, while notice for pending criminal charges is not required to be "in writing," for ease of use, consistency in administration, alignment with the requirement to provide written notice for convictions, and best practices this sample text states the State Superintendent will also be notified of pending criminal charges in writing. Consult the board attorney for further guidance.

If an indicated report by the Ill. Dept. of Children and Family Services or by a child welfare agency of another jurisdiction is found, the board must consider the individual's status as a condition of student teaching or employment. 105 ILCS 5/10-21.9(c) and (g), ~~amended by P.A. 101-531~~. The statute does bar an individual with an indicated finding from student teaching; however, that is the most logical interpretation.

Notification to Parents/Guardians

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Murderer and Violent Offender Against Youth Community Notification Law.⁸ The Superintendent or designee shall serve as the District contact person for purposes of these laws. The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law.⁹ This notification must occur during school registration and at other times as the Superintendent or Building Principal determines advisable.

LEGAL REF.: 20 U.S.C. §7926, Elementary and Secondary Education Act.
20 ILCS 2635/, Uniform Conviction Information Act.
720 ILCS 5/11-9.3, Criminal Code of 2012.
730 ILCS 152/, Sex Offender Community Notification Law.
730 ILCS 154/75-105, Murderer and Violent Offender Against Youth Community Notification Law.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:30 (Hiring Process and Criteria), 5:260 (Student Teachers), 6:250 (Community Resource Persons and Volunteers), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

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

When a criminal sexual offense is committed or alleged to have been committed by a district employee or contractor, law enforcement shall immediately transmit a copy of the criminal history record information relating to the investigation of the offense/alleged offense to the superintendent. This transmission will occur either upon the superintendent's request or, if the law enforcement agency knows the offender/alleged offender is employed by a district, automatically. 725 ILCS 191/15; ~~added by P.A. 102-652~~. See [sample administrative procedure 4:175-AP1, Criminal Offender Notification Laws; Screening](#).

⁸ Sex Offender Community Notification Law, 730 ILCS 152/; Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-154/105. Law enforcement officials must notify school districts of the names, addresses, and offenses of registered offenders residing in their respective jurisdictions who have committed sex offenses and violent offenses against youth. 730 ILCS 152/120 and 154/95. These laws are silent with regard to what, if anything, districts do with the information. The Sex Offender Community Notification Law, however, provides immunity for "any person who provides or fails to provide information relevant to the procedures set forth in this Law." 730 ILCS 152/130.

Naming a contact person will facilitate communication and cooperation with local law enforcement agencies. Any school official may be used as the contact person, and boards may wish to have a contact person from each building. See [sample administrative procedure 4:175-AP1, Criminal Offender Notification Laws; Screening](#), for implementing procedures.

Upon arrest after commencement of a prosecution for a sex offense against an individual known to be a school employee, the State's Attorney must provide the superintendent or school administrator of the employing school with a copy of the complaint, information, or indictment. 725 ILCS 5/111-1(~~ce~~); ~~added by P.A. 101-521~~.

⁹ 730 ILCS 152/120(g) requires a principal or teacher to notify the parents/guardians during school registration or parent-teacher conferences that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. In an effort to keep this policy aligned with good governance practices, the responsibility is given to the superintendent and building principal to manage. While State law allows the notification to be made during registration or parent-teacher conferences, the sample policy makes a notification mandatory just during registration to be sure that all parents/guardians are informed.

General Personnel

Communicable and Chronic Infectious Disease ¹

The Superintendent or designee shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Ill.~~inois~~ Department of Public Health rules, and School Board policies.²

An employee with a communicable or chronic infectious disease is encouraged to ~~self-report to inform~~ the Superintendent immediately and grant consent to being monitored by the District's Communicable and Chronic Infectious Disease Review Team (~~CCIDRT~~ Review Team). The ~~CCIDRT~~ Review Team, if used, provides information and recommendations to the Superintendent concerning the employee's conditions of employment and necessary accommodations. The ~~CCIDRT~~ Review Team shall hold the employee's

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

¹ State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. This policy concerns a topic on which a board should seek legal advice before proceeding.

² District employment is contingent upon satisfactory results of a physical examination and freedom from communicable diseases. 105 ILCS 5/24-5. The U.S. Supreme Court, however, has held that the Rehabilitation Act prohibits discrimination against a person ~~handicapped by who has a disability due to~~ a communicable disease, provided that person is "otherwise qualified" to perform the job. *Sch. Bd. of Nassau County, Fla. v. Arline*, 480 U.S. 273 (1987) (teacher with tuberculosis was protected by the Rehabilitation Act). ~~The decision supports the position that an HIV positive employee or applicant who is "otherwise qualified" to perform the job must be reasonably accommodated despite having AIDS. For additional guidance regarding COVID-19, see the U.S. Equal Employment Opportunity Commission's (EEOC's) *What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws* (2023), at: www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws~~

~~Following the expansion of the definition of a disability under the Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325, the ADAAA may protect an HIV positive employee or applicant. 42 U.S.C. §12102(2)(A); 29 C.F.R. Part 1630. The federal government's position is that HIV infection qualifies as a disability under the Americans ADAAA. —and for HIV/AIDS, see: www.ada.gov/resources/protecting-rights-persons-hiv/www.ada.gov/hiv/ada-hiv-enforcement.htm (U.S. Dept. of Justice) and www.eeoc.gov/laws/guidance/living-hiv-infection-your-legal-rights-workplace-under-ada www.eeoc.gov/eeoc/publications/hiv_individual.cfm — (U.S. Equal Employment Opportunity Commission (EEOC)). The EEOC also issued guidance on COVID-19 as a potential disability requiring accommodation under the ADA, see *What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws* (updated 12-14-21) at: www.eeoc.gov/coronavirus.~~

For a discussion of guidance and challenges related to school personnel vaccination/testing mandates and other mitigations during the COVID-19 pandemic, see sample policy 4:180, *Pandemic Preparedness; Management; and Recovery*, at f/n 5.

Other contagious diseases may also qualify as disabilities under the ADAAA; however, employers are not required to accommodate employees in those cases where there is an actual direct threat to the health or safety of others that cannot be eliminated or reduced by reasonable accommodation. 29 C.F.R. §1630.2(r). Boards should consult with their attorneys regarding how the ADAAA and its implementing regulations impact the employment of an individual with a communicable disease who is otherwise qualified to perform the job.

medical condition and records in strictest confidence, except to the extent allowed [to be disclosed](#) by law.³

An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions.⁴ An employee with a communicable and chronic infectious disease remains subject to the Board's employment policies including sick and/or other leave, physical examinations, temporary and permanent disability, and termination.

LEGAL REF.: 42 U.S.C. §12101 et seq., Americans With Disabilities Act, amended by the Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325; 29 C.F.R. §1630.1 et seq.
29 U.S.C. §791, Rehabilitation Act of 1973; 34 C.F.R. §104.1 et seq.
105 ILCS 5/24-5.
20 ILCS 2305/6, Department of Public Health Act.
820 ILCS 40/, Personnel Record Review Act.
77 Ill.Admin.Code Part 690, Control of [Communicable Diseases](#)[Notifiable Diseases](#)
[and Conditions Code](#).

CROSS REF.: 2:150 (Committees), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:30 (Hiring Process and Criteria), 5:180 (Temporary Illness or Temporary Incapacity)

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

³ This paragraph is optional. While not required by law, the creation and use of a Communicable and Chronic Infectious Disease Review Team (CCIDRT) could greatly assist a district's efforts to review data on an employee who has a communicable or infectious disease. Its members are appointed by the superintendent according to sample policy 2:150, *Committees*. Whether the CCIDRT is an administrative committee organized by the superintendent and/or administrators or a board committee subject to the Open Meetings Act must be discussed with the board attorney (see also [sample administrative procedure](#) 2:150-AP, *Superintendent Committees*). The CCIDRT is guided by the board's policies, Ill. Dept. of Public Health rules and regulations, and all other applicable State and federal laws. The CCIDRT also consults the employee's personal physician and local health department officials before making any recommendations.

The Americans with Disabilities Act (ADA) specifies that only an employee's direct supervisor and someone who would need to know in the event of an emergency may have access to an employee's medical records. 42 U.S.C. §12112(d). The [Review Team](#) CCIDRT's ability to operate may depend on the employee's waiver of the ADA's confidentiality provisions.

⁴ Required by 42 U.S.C. §12101 et seq. See also f/n 2, above.

General Personnel

Religious Holidays ¹

The Superintendent shall grant an employee's request for time off to observe a religious holiday if the employee gives at least five days' prior notice and the absence does not cause an undue hardship. ²

Employees may use earned vacation time or personal leave to make up the absence, provided such time is consistent with the District's operational needs. A per diem deduction may also be requested by the employee. ³

LEGAL REF.: 775 ILCS 5/2-101 and 5/2-102, Ill. Human Rights Act.
775 ILCS 35/455, Religious Freedom Restoration Act.

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

¹ State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

This policy is consistent with the minimum requirements of State law. The local collective bargaining agreement may contain provisions that exceed these requirements. If a local collective bargaining agreement contains a provision on religious holidays, 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(s)." For employees not covered, the policy should reflect the board's current practice.

² Religion includes "all aspects of religious observance and practice, as well as belief, unless an employer demonstrates that it is unable to reasonably accommodate an employee's or prospective employee's religious observance or practice without undue hardship on the conduct of the employer's business." 775 ILCS 5/2-101(F). School employers may require employees to provide notice of their intention to be absent, but may not require more than up to five days' notice before being absent for a religious holiday. 775 ILCS 5/2-102(E). A board that wishes to require fewer days' notice may modify the number of days.

³ Not provided by law and optional.

General Personnel

Recognition for Service¹

The School Board will periodically recognize those District employees who contribute significantly to the educational programs and welfare of the students.

DRAFT

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

¹ Nothing in this policy is required by law and districts should customize it to meet their needs. School districts and communities can honor local people for their contributions to local elementary and secondary schools through the following annual Ill. State Board of Education programs: Illinois Teacher of the Year, Those Who Excel, [Illinois Excellence in Education](#), and Gilder Lehrman National History Teacher of the Year Award, [and Recognizing Inspirational School Employees \(RISE\) Award](#). Further information is available online at: www.isbe.net/Pages/Elevating-Educators.aspx.

General Personnel

Solicitations By or From Staff ¹

District employees shall not solicit donations or sales, nor shall they be solicited for donations or sales, on school grounds without prior approval from the Superintendent.

CROSS REF.: 8:90 (Parent Organizations and Booster Clubs)

DRAFT

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

¹ This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. If a local collective bargaining agreement contains a provision on 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 not covered, the policy should reflect the board's current practice.

Professional Personnel

Suspension ¹

Suspension Without Pay ²

The School Board may suspend a professional employee without pay: (1) ~~a professional employee~~ pending a dismissal hearing, or (2) ~~a teacher~~ as a disciplinary measure for up to 30 employment days for misconduct that is detrimental to the ~~School~~ District. A professional employee means a non-administrator employee who holds a professional educator license. Administrative staff members may not be suspended without pay as a disciplinary measure. ³

Misconduct that is detrimental to the ~~School~~ District includes:

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

The Superintendent or designee is authorized to issue a pre-suspension notification to a professional employee. This notification shall include the length and reason for the suspension as well as the deadline for the employee to exercise his or her right to appeal the suspension to the Board or Board-appointed

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

¹ State and federal law control this policy's content. The School Code provides that, "[i]f, in the opinion of the board, the interests of the school require it, the board may suspend the teacher **without pay**, pending the hearing, but if the board's dismissal or removal is not sustained, the teacher shall not suffer the loss of any salary or benefits by reason of the suspension," 105 ILCS 5/24-12(d)(1).

This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. If a local collective bargaining agreement contains provisions on suspension, 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 not covered, the policy should reflect the board's current practice.

A superintendent or board should consult the board attorney before taking any action to suspend a licensed employee, with or without pay.

² Under the wage and hours rules, employees who are exempt from overtime requirements become eligible for overtime if they are subject to disciplinary suspensions without pay. Auer v. Robbins, 519 U.S. 452 (1997). Teachers are exempt from this rule. Although the U.S. Dept. of Labor modified this rule in 2004, the Illinois legislature rejected these rule changes. 820 ILCS 105/4a. Illinois employers must use the federal rules as they existed on March 30, 2003. This sample policy takes a conservative approach: it does not subject non-teaching professional employees to disciplinary suspensions without pay. Some attorneys believe that non-teaching exempt employees, e.g., administrators, will remain exempt from the Fair Labor Standards Act's overtime requirements as long as suspensions are in increments of a full work week - not day-by-day. Contact the board attorney for an opinion.

The 30-day limit may be modified or deleted.

³ A difference of opinion exists among attorneys concerning whether a board is permitted to authorize the superintendent to suspend teachers without pay. Some attorneys believe such a delegation is void because of the language in 105 ILCS 5/24-12(d)(1), quoted in f/n 1. Others believe that a board may delegate the authority to the superintendent to suspend teachers without pay as a disciplinary measure as opposed to pending a dismissal hearing. Contact the board attorney for advice if the board wants to authorize the superintendent to suspend professional employees without pay.

hearing examiner before it is imposed. At the request of the professional employee made within five calendar days of receipt of a pre-suspension notification, the Board or Board-appointed hearing examiner will conduct a pre-suspension hearing.⁴ The Board or its designee shall notify the professional employee of the date and time of the hearing. At the pre-suspension hearing, the professional employee or his/her representative may present evidence. If the employee does not appeal the pre-suspension notification, the Superintendent or designee shall report the action to the Board at its next regularly scheduled meeting.

Suspension With Pay ⁵

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

The Superintendent shall meet with the employee to present the allegations and give the employee an opportunity to refute the charges. The employee will be told the dates and times the suspension will begin and end.⁶

Employees Under Investigation by Illinois Dept. of Children and Family Services (DCFS) ⁷

Upon receipt of a DCFS recommendation that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation ~~that relates to his or her employment with the District~~, the Board or Superintendent or designee,⁸ in consultation with the Board Attorney, will determine whether to:

1. Let the employee remain in his or her position pending the outcome of the investigation; or
2. Remove the employee as recommended by DCFS, proceeding with:
 - a. A suspension with pay; or

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

⁴ Some case law suggests a separate hearing must be held before any suspension without pay is invoked: Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532 (1985); Barszcz v. Cmty. College Dist. No. 504, 400 F.Supp. 675 (N.D. Ill. 1975); Massie v. East St. Louis Sch. Dist. No. 189, 203 Ill.App.3d 965 (5th Dist.1990); Spinelli v. Immanuel Lutheran Evangelical Congregation, Inc., 118 Ill.2d 389 (1987).

⁵ Suspending a professional employee without pay is commonly referred to as putting the employee on paid administrative leave.

⁶ Only minimal due process is required before a suspension with pay because the property interests at stake are insignificant. Some due process is recommended, however, because a suspension might jeopardize a teacher's good standing in the community and thus infringe the teacher's liberty interests protected by the Constitution. The following option places a ceiling on the number of suspension-with-pay days; the 30-day limit may be modified:

No suspension with pay shall exceed 30 school or working days in length.

⁷ Optional. 325 ILCS 5/7.4(c-~~105~~). Consult the board attorney about suspending an employee without pay pursuant to a DCFS 325 ILCS 5/7.4(c-~~105~~)-recommendation. This language balances the interests of student safety and employee due process when the district receives a recommendation to remove an employee who is the subject of a DCFS investigation from employment.

Note: Liability may exist when a district receives a 325 ILCS 5/7.4(c-~~105~~)-recommendation and does not remove the employee as a result. Consider In re Estate of Stewart v. Oswego Cmty. Unit. Sch. Dist. No. 308, 406 Ill.Dec. 345 (2nd Dist. 2016)(finding district's response to a student health emergency was willful and wanton as it had prior information regarding appropriate response protocols and denying tort immunity to district); In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017)(school district's appeal denied).

⁸ The text "Board or Superintendent or designee" allows flexibility if the Superintendent were the subject of a DCFS investigation.

3. A suspension without pay.

Repayment of Compensation and Benefits

If a professional employee is suspended with pay, either voluntarily or involuntarily, pending the outcome of a criminal investigation or prosecution, and the employee is later dismissed as a result of his or her criminal conviction, then the employee must repay to the District all compensation and the value of all benefits received by him or her during the suspension.⁹ The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.: 105 ILCS 5/24-12.
5 ILCS 430/5-60(b), State Officials and Employee Ethics Act.
325 ILCS 5/7.4(c-10), Abused and Neglected Child Reporting Act.
Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532 (1985).
Barszcz v. Cmty. College Dist. No. 504, 400 F.Supp. 675 (N.D. Ill. 1975).
Massie v. East St. Louis Sch. Dist. No.189, 203 Ill.App.3d 965 (5th Dist. 1990).

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

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

⁹ This sentence restates State law. 5 ILCS 430/5-60(b).

Instruction

Teaching About Religions ¹

The School District's curriculum may include the study of religions as they relate to geography, history, culture, and the development of various ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religion, religious belief, or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion. ²

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

¹ State or federal law controls this policy's content.

² Conducting or sponsoring religious practices in public schools violates the First Amendment to the U.S. Constitution. A school district may not provide for religious instruction on public school property. McCullum v. Bd. of Educ., 333 U.S. 203 (1948); Engel v. Vitale, 370 U.S. 421 (1962) (daily classroom invocation of God's blessings as prescribed in prayer was a "religious activity" reciting a prayer); Sch. Dist. of Abington Twp v. Schempp, 374 U.S. 203 (1963) and Chamberlin v. Dade Co. Bd. of Public Instruction, 377 U.S. 402 (1964) (Bible reading and prayer); Stone v. Graham, 449 U.S. 39 (1980) (posting of the Ten Commandments in every classroom); and Wallace v. Jaffree, 472 U.S. 38 (1985) (a daily moment-one-minute period of silence for "meditation and-or voluntary prayer"). Consult the board attorney when faced with questions regarding religious expression or displays in school.

See also Kitzmiller v. Dover Area Sch. Dist., 400 F.Supp.2d 707 (M.D.Pa. 2005). This decision struck a policy on the teaching of intelligent design in high school biology class. The policy required students to hear a statement mentioning intelligent design as an alternative to Darwin's theory of evolution. The court held that it amounted to an endorsement of religion in violation of the Establishment Clause.

The Establishment Clause, however, permits teaching about religion as part of a balanced, secular education. Thus, the study of the Bible or religion is permissible when presented objectively as part of a secular education. Abington at 225 and see also Hilsenrath on behalf of C.H. v. Sch. Dist. of Chatham, 136 F.4th 484 (3d Cir. 2025) (inclusion of instructional videos about Islam was neutral where there was no coercion or preferential treatment of one religion over another as part of a curriculum that included various religions).

See also Subsection III(B), Teaching about Religion, of the U.S. Dept. of Educ.'s Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (1-16-20), at: www2.ed.gov/policy/gen/guid/religionandschools/prayer-guidance.html. U.S. Dept. of Education Prayer Guidance, at: www.ed.gov/media/document/2026-guidance-constitutionally-protected-prayer-and-religious-expression-public-elementary-and-secondary-schools-113182.pdf.

Families of diverse religious faiths objected to a mandatory public elementary school curriculum endorsing homosexual unions and transgender identities, arguing that their religious convictions conflicted with that curriculum's messages about sexuality and gender identity in Mahmoud v. Taylor, 606 U.S. 522 (2025). The U.S. Supreme Court held that a public school "burdens the religious exercise of parents when it requires them to submit their children to instruction that poses 'a very real threat of undermining' the religious beliefs and practices that the parents wish to instill." Id. at 530. Consult the board attorney on questions related to religious opt-outs from curriculum and see sample policy 6:260, Complaints About Curriculum, Instructional Materials, and Programs, and its f/n 3.

Generally, holiday observations will survive constitutional scrutiny if they advance society's cultural and religious heritage or provide an opportunity for students to perform a full range of music, poetry, and drama that is likely to interest the students and their audience. Florey v. Sioux Falls Sch. Dist., 619 F.2d 1311 (8th Cir. 1980), approved a school board policy concerning holiday observations. That policy acknowledged that the school district would not promote a religious belief or non-belief. The policy allowed the historical and contemporary values and origins of religious holidays to be explained in an unbiased and objective manner. Furthermore, it permitted the use of religious music, art, literature, and symbols if presented in an objective manner and as part of the cultural and religious heritage of the particular holiday. The Court believed that Christmas programs, including Christmas carols, allowed students to learn about this country's customs and cultural heritage. A student who objects to participating in such programs must be accommodated.

LEGAL REF.: [Mahmoud v. Taylor, 606 U.S. 522 \(2025\).](#)
[Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573 \(1989\).](#)
[School Dist. of Abington Twp v. Schempp, 374 U.S. 203 \(1963\).](#)
[Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573 \(1989\).](#)

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:255 (Assemblies and Ceremonies)

DRAFT

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

Public schools are prohibited from appearing to endorse or promote religion through religious holiday displays. Whether a particular display endorses or promotes religion will depend upon the particular context in which it appears. A display that is purely religious and located prominently may send the message that the school is endorsing religion. Mixing secular symbols with the religious symbols and injecting cultural and historical messages into the holiday display will more likely make it acceptable. [Allegheny Cnty. v. Pittsburgh ACLU](#), 492 U.S. 573 (1989). See also [Freedom From Religion Foundation v. Concord Cmty. Schs.](#), 885 F.3d 1038 (7th Cir. 2018) (finding that school’s annual holiday show was not impermissibly coercive in violation of the Establishment Clause and that show’s nativity scene did not endorse religion).

See also [Skoros v. City of New York](#), 437 F.3d 1 (2nd Cir. 2006). This decision upheld a holiday display policy restricting displays to “secular” symbols, including Christmas trees, menorahs, and the star and crescent, but not allowing displays of a crèche or nativity scene. The ruling was not on the question of whether a public school ever could include a crèche in a display. Instead, the case upheld the board’s decision to classify Christmas trees, menorahs, and the star and crescent as either secular or as being both religious and secular, whereas a crèche “is solely a religious symbol.”

Instruction

Teaching About Controversial Issues ¹

The Superintendent shall ensure that all school-sponsored presentations and discussions of controversial or sensitive topics in the instructional program, including those made by guest speakers, are:

- Age-appropriate. Proper decorum, considering the students' ages, should be followed.
- Consistent with the curriculum and serve an educational purpose. ²
- Informative and present a balanced view.
- Respectful of the rights and opinions of everyone. Emotional criticisms and hurtful sarcasm should be avoided.
- Not tolerant of profanity or slander.

The District specifically reserves its right to stop any school-sponsored activity that it determines violates this policy, is harmful to the District or the students, or violates State or federal law.

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

¹ 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. Before adopting this policy, a school board should review the scope of any clause on academic freedom contained in a collective bargaining agreement.

While this sample policy and its contents are discretionary with each board, its implementation should respect the constitutional rights of students and teachers to free speech and free association. The intent of this policy is to inform students, staff members, and the community that the board has established standards for the teaching and discussion of controversial topics in order to avoid culture wars from being fought in school.

[In *Mahmoud v. Taylor*, 606 U.S. 522 \(2025\), the U.S. Supreme Court ruled that a district likely violated parents' free exercise rights when it refused to give notice and allow them to opt their elementary-age children out of literacy instruction that involved the use of LGBTQ+-inclusive storybooks. See discussion in f/n 3 in sample policy 6:260, *Complaints About Curriculum, Instructional Materials, and Programs*. Consult the board attorney regarding curriculum objections.](#)

² Public employee First Amendment issues involve the balance between the importance of the speech and the district's interest in maintaining order and effective school operations. The First Amendment "does not entitle primary and secondary teachers, when conducting the education of captive audiences, to cover topics, or advocate viewpoints, that depart from the curriculum adopted by the school system." *Mayer v. Monroe Cnty. Cmty. Sch. Corp.*, 474 F.3d 477, 480 (7th Cir. 2007). See also *Brown v. Chicago Bd. of Educ.*, 824 F.3d 713 (7th Cir. 2016) (upholding discipline of a teacher for violating written policy against using racial epithets in front of students even though he did so to conduct a well-intentioned discussion of why such words are hurtful and must not be used). [But see *Kluge v. Brownsburg Cmty. Sch. Corp.*, 150 F.4th 792, 813 \(7th Cir. 2025\) 432 F.Supp.3d 823 \(S.D.Ind. 2020\) \(upholding remanded for further proceedings on factual issues of whether the school district bore an undue hardship when it allowed a teacher a religious accommodation to use a last-name only practice for student names instead of following the school district's discipline of a teacher for violating written policy requiring employees to address students by their preferred names and genders\). Note: Kluge was settled after the decision to remand, leaving these issues undetermined.](#) Nor is the First Amendment likely to entitle a teacher to protection for purely personal speech that does not touch on a matter of public concern. See *Pickering v. High Sch. Dist. 205*, 391 U.S. 563 (1968). However, when public employees speak as private citizens on their own time about matters of public concern, they may face only those speech restrictions that are necessary for their employers to operate efficiently and effectively. *Garcetti v. Ceballos*, 547 U.S. 410 (2006).

LEGAL REF.: [Mahmoud v. Taylor, 606 U.S. 522 \(2025\).](#)
[Garcetti v. Ceballos, 547 U.S. 410 \(2006\).](#)
[Mayer v. Monroe Cnty. Cmty. Sch. Corp., 474 F.3d 477 \(7th Cir. 2007\).](#)

CROSS REF.: 6:40 (Curriculum Development), 6:255 (Assemblies and Ceremonies), [6:260](#)
[\(Complaints About Curriculum, Instructional Materials, and Programs\)](#)

DRAFT

Instruction

Extracurricular and Co-Curricular Activities ¹

The Superintendent must approve an activity in order for it to be considered a District-sponsored extracurricular or co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. Fees assessed for students are reasonable and do not exceed the actual cost of operation. ²
3. The District has sufficient financial resources for the activity.
4. Requests from students.
5. The activity will be supervised by a school-approved sponsor.

~~Non-school-sponsored curriculum related~~ student groups or clubs that are not school sponsored are governed by ~~School~~ Board policy ~~5~~ 7:330, *Student Use of Buildings - Equal Access*. ³

Academic Criteria for Participation

Students must satisfy all academic standards and must comply with the activity's rules and the Student Conduct Code.

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

¹ Each school board in a district that maintains any of grades 9-12 must have a *no pass-no play* policy. 105 ILCS 5/10-20.30. State or federal law controls some aspects of this policy's content. The criteria for determining whether to sponsor a specific activity is a local board decision, except that an ISBE rule requires that: (1) programs for extra classroom activities provide opportunities for all students; (2) the desires of the student body be considered; and (3) co-curricular activities be carefully supervised by a school-approved sponsor. 23 Ill.Admin.Code §1.420(j).

As State law does not define extracurricular or co-curricular, a board may desire to explain these terms in the policy, such as by including the following option at the beginning of the policy:

Extracurricular or co-curricular activities are school-sponsored programs for which some or all of the activities are outside the instructional day. They do not include field trips, homework, or occasional work required outside the school day for a scheduled class. *Co-curricular activity* refers to an activity associated with the curriculum in a regular classroom and is generally required for class credit. *Extracurricular activity* refers to an activity that is not part of the curriculum, is not graded, does not offer credit, and does not take place during classroom time; it includes competitive interscholastic activities and clubs.

In January 2013, the U.S. Dept. of Education, Office for Civil Rights, issued a *Dear Colleague Letter* concerning the participation of students with disabilities in extracurricular athletic activities, available at: [https://downloads.microscribepub.com/il/press/federal_resources/Dear Colleague 1 25 2013 504 proc.pdf](https://downloads.microscribepub.com/il/press/federal_resources/Dear_Colleague_1_25_2013_504_proc.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. It clarifies the types of accommodations and services that districts must provide pursuant to Section 504. See www2.ed.gov/about/offices/list/ocr/letters/colleague-201301-504.html.

² Optional. Assessing fees that are reasonable and do not exceed the actual cost of operation is a best practice that aligns with School Code provisions seeking to minimize cost barriers to students and parents/guardians. See 105 ILCS ~~5/2-3.71a(d)~~, 5/10-22.18b, and 5/10-22.18d.

³ ~~Non-curriculum related~~ student groups ~~extracurricular activities~~ that meet during non-instructional time in secondary schools trigger the Equal Access Act (EAA) (20 U.S.C. §4071 et seq.). The EAA prohibits the school from denying fair opportunity or *equal access* to any students who wish to conduct a meeting within a limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such a meeting. The U.S. Supreme Court interpreted "non-curriculum related student group" as any student group that does not directly relate to the body of courses offered by the school. Bd. of Ed. of Westside Community Sch. Dist. v. Mergens, 496 U.S. 226 (1990). See also discussion in f/n 1 in sample policy 7:330, Student Use of Buildings - Equal Access.

For students in kindergarten through 8th grade,⁴ selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. ~~Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.~~

For high school students,⁵ selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must maintain an overall ____ grade point average.⁶ Any student-participant failing to meet these academic criteria shall be suspended from the activity for ____ calendar days or until the specified academic criteria are met, whichever is longer.⁷

LEGAL REF.: 105 ILCS 5/10-20.30 and 5/24-24.

CROSS REF.: 4:170 (Safety), 7:10 (Equal Educational Opportunities), 7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:300 (Extracurricular Athletics), 7:330 (Student Use of Buildings - Equal Access), 8:20 (Community Use of School Facilities)

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

⁴ High school districts should omit this paragraph.

⁵ Elementary districts should omit this paragraph.

⁶ Each board in a district that maintains any of grades 9-12 must have a *no pass-no play* policy. 105 ILCS 5/10-20.30. The policy must specify a minimum grade point average (left blank in the sample policy) AND/OR a minimum grade in each course, such as *passing* (see alternatives below). The policy must provide a suspension period – stated in sample policy as “____ calendar days or until the specified academic criteria are met, whichever is longer.” The procedure for implementing this policy is an administrative, management function. Alternatives follow:

Alternative 1: ...a student must maintain an overall ____ grade point average and a passing grade [or minimum grade of ____] in each course the student is enrolled.

Alternative 2: ...a student must maintain a passing grade [or minimum grade of ____] in each course the student is enrolled.

Alternative 3: ...a student must satisfy the Illinois High School Association's scholastic standing requirements [doing passing work in at least 25 credit hours of high school work per week].

⁷ Alternatives include:

Alternative 1: ...shall be suspended from the activity for ____ calendar days. *[Delete the rest of the sentence.]*

Alternative 2: ...shall be suspended from the activity until the specified academic criteria are met.

Students

Student Assignment and Intra-District Transfer ¹

Attendance Areas

The ~~School~~ District is divided into school attendance areas. The Superintendent will:

1. Review the boundary lines annually and recommend to the School Board any changes or revisions for existing units; or
2. Create new units using a lens that considers preventing segregation and the elimination of separating students in the District's schools because of color, race, or nationality. ²

The Superintendent or designee shall maintain a map of the District showing current school attendance areas. All records pertaining to the creation, alteration, or revision of attendance units are open to the public.³ Students living in a given school attendance area will be assigned to that school.⁴ Homeless children shall be assigned according to Board policy 6:140, *Education of Homeless Children*.

Transfers Within the District ⁵

A student's parent(s)/guardian(s) may request a transfer for their child to a District school other than the one assigned. A request should be directed to the Superintendent, who, at his or her sole discretion, may grant the request when the parent(s)/guardian(s) demonstrate that the student could be better accommodated at another school, provided space is available. If a request is granted, the parent/guardian shall be responsible for transportation.⁶ The provisions in this section have no applicability to transfers pursuant to the Unsafe School Choice Option covered in Board policy 4:170, *Safety*.

Class Assignments

The Superintendent or designee shall assign students to classes.

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

¹ 105 ILCS 5/10-21.3a requires that intra-district transfers be covered by policy and controls this policy's content.

² 105 ILCS 5/10-21.3 requires school attendance areas to be periodically revised, if necessary, to prevent or eliminate segregation by color, race, or nationality. Note that the law uses the term units, but that these are often referred to as attendance areas; this policy uses both terms.

³ Id.

⁴ 105 ILCS 5/10-22.5 grants boards broad authority concerning assignment of students to schools. A child is presumed to be a resident of the district in which the child's legal custodian resides. 105 ILCS 5/10-20.12b, amended by P.A. 103-629. The facts surrounding a transfer of custody will determine whether residency for school attendance purposes has changed. Turner v. Bd. of Educ. North Chicago Cmty. High Sch. Dist. 123, 294 N.E.2d 264 (Ill. 1973).

⁵ The details for intra-district transfers are determined locally; State law does not address when, or even if, intra-district transfers should be granted. For districts that maintain one attendance center, delete this subhead.

⁶ To limit the acceptable reasons supporting a transfer request, a board should consider this alternative: "...when the parent(s)/guardian(s) demonstrate that the student could be better accommodated by the educational program at another school ..."

LEGAL REF.: 105 ILCS 5/10-21.3, 5/10-21.3a, and 5/10-22.5.

CROSS REF.: 4:170 (Safety), 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children)

DRAFT

Students

Release Time for Religious Instruction/Observance ¹

A student shall be released from school, as an excused absence, because of religious reasons, including to observe a religious holiday, for religious instruction, or because the student's religion forbids secular activity on a particular day(s) or time of day. The student's parent/guardian must give written notice to the Building Principal at least five calendar days before the student's anticipated absence(s). ²

The Superintendent or designee shall develop and distribute to teachers appropriate procedures regarding student absences for religious reasons, including how teachers are notified of a student's impending absence, and the State law requirement that teachers provide the student with an equivalent opportunity to make up any examination, study, or work requirement. ³

LEGAL REF.: 105 ILCS 5/26-1 and 5/26-2b.
775 ILCS 35/, Religious Freedom Restoration Act.

CROSS REF.: 7:70 (Attendance and Truancy)

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

¹ State and federal laws control this policy's content. 105 ILCS 5/26-1(5), ~~amended by P.A. 102-406~~, requires school boards to adopt a policy on student absences for religious holidays. See also 105 ILCS 5/26-2b, ~~amended by P.A. 102-406~~. 105 ILCS 5/26-1(4) allows a child over 12 and less than 14 years of age to be absent from school while in attendance at confirmation classes. The sample policy does not contain these age or specific religious rite limitations in order to be consistent with First Amendment jurisprudence. According to the U. S. Supreme Court, a release time policy does not violate the Establishment Clause; it only accommodates a program of outside religious instruction. *Zorach v. Clauson*, 343 U.S. 306 (1952).

² Five days is the most prior notice that can be required. 105 ILCS 5/26-1(5). ~~See also 775 ILCS 35/25. A board that wishes to require fewer days' notice may modify the number of days.~~ Schools cannot require students who are excused for religious reasons to submit a written excuse after returning to school. 105 ILCS 5/26-1, ~~amended by P.A. 102-406~~.

³ 105 ILCS 5/26-1b and 26-2b, ~~amended by P.A. 102-406~~.

Students

Student Rights and Responsibilities ¹

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.² Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.³

Students may, during the school day, during noninstructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee.⁴ *Noninstructional time* means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.⁵

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

¹ State or federal law controls this policy's content.

² In 1969 the U.S. Supreme Court changed the relationship between schools and students by finding that students "do not shed their constitutional rights at the schoolhouse door." *Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969). See also *Kennedy v. Bremerton Sch. Dist.*, 597 U.S. 507, 527 (2022) (quoting *Tinker* at 506, "the First Amendment's protections extend to both 'teachers and students,'" and finding that students were not restricted from voluntarily joining in prayer with a high school football coach on the field after a game).

³ Consult the board attorney to ensure the district's non-discrimination coordinator and complaint managers are trained to appropriately respond to allegations of discrimination based upon bullying and/or sexual violence under Title IX's sexual harassment umbrella. U.S. Dept. of Education (DOE) guidance states that while acts of sexual violence are crimes, they may also be discrimination under Title IX. See *Dear Colleague Letter: Sexual Violence Background, Summary, and Fast Facts*, U.S. Dept. of Education Office for Civil Rights, 111 LRP 23852 (4-4-11), at https://obamawhitehouse.archives.gov/sites/default/files/fact_sheet_sexual_violence.pdf.

⁴ This language is from 105 ILCS 20/5. The statute provides these examples of religious-based meetings: prayer groups, Bible (Basic Instruction Before Leaving Earth) clubs, and *meet at the flagpole for prayer days*.

In addition, federal law requires districts to certify that "no [district] policy... prevents, or otherwise denies participation in, constitutionally protected prayer in both public elementary and secondary schools." 20 U.S.C. §7904(b). The State provides certification instructions and DOE provides guidance on constitutionally protected prayer in public schools. See *Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools*, www.ed.gov/media/document/2026-guidance-on-constitutionally-protected-prayer-and-religious-expression-public-elementary-and-secondary-schools-113182.pdf

www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html. Certification with the Ill. State Board of Education occurs through the signed assurances that a superintendent provides through the grant application process.

The Equal Access Act (EAA) requires a secondary school that receives federal funding and allows a *limited open forum* to grant fair opportunity or equal access to students who wish to conduct a meeting within that limited open forum without regard to the religious, political, philosophical, or other content of the speech at such a meeting. A secondary school has a *limited open forum* whenever it "grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time." 20 U.S.C. §4071(a). See f/n 1 in sample policy 7:330, *Student Use of Buildings - Equal Access*.

⁵ 105 ILCS 20/5.

LEGAL REF.: [20 U.S.C. §4071 et seq., Equal Access Act.](#)
[20 U.S.C. §7904, Every Student Succeeds Act.](#)
[Kennedy v. Bremerton Sch. Dist., 597 U.S. 507 \(2022\).](#)
[Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 \(1969\).](#)

105 ILCS 20/5, Silent Reflection and Student Prayer Act.

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Law Enforcement Requests),
7:160 (Student Appearance), 7:190 (Student Behavior), 7:330 (Student Use of
Buildings - Equal Access)

DRAFT

Students

Student Use of Buildings - Equal Access ¹

[For high school and unit districts]

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

¹ State or federal law controls this policy's content. This policy concerns an area in which the law is unsettled. This sample policy implements the Equal Access Act (EAA) (20 U.S.C. §4071 *et seq.*). The EAA applies to public secondary schools that receive federal financial assistance. The policy should be adopted by districts with secondary school(s) that wish to establish or already have a *limited open forum* as defined in the EAA and quoted below. Under the EAA, it is unlawful to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a *meeting* within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings. The term *meeting* under the EAA includes those activities of student groups which are permitted under a school's limited open forum and are not directly related to the school curriculum. This prohibition and definition under the EAA are the basis for the term of art *noncurriculum related student group*. See 20 U.S.C. §§4071(a) and 4072(3).

The policy allows non-school sponsored noncurriculum related student groups to meet on school premises, free of charge, on the same basis that other non-school sponsored noncurriculum related student groups are allowed to meet. Hence the policy is named, Equal Access.

The EAA has no applicability to the community's use of school facilities. See sample policy 8:20, *Community Use of School Facilities*.

A secondary school has a limited open forum whenever it "grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time." 20 U.S.C. §4071(a). Thus, the equal access obligation is triggered when a secondary school allows one noncurriculum related student group that is not school sponsored, e.g., a political party interest club, to meet.

The EAA's requirements may be avoided by closing the forum, i.e., by refusing to permit any noncurriculum related student group that is not school sponsored to use its facilities (thereby creating a closed forum). But creating a closed forum is difficult given the U.S. Supreme Court's expansive interpretation of what constitutes a noncurriculum related student group.

A student group is "noncurriculum related" if it does not directly relate to the body of courses offered by the school. Bd. of Ed. of Westside Community Sch. Dist. v. Mergens, 496 U.S. 226 (1990). School officials cannot avoid triggering the EAA's equal access requirements by tying the purposes of the student clubs it wants to allow to some broadly defined educational goal. The Mergens Court said that a student group directly relates to a school's curriculum only if:

1. The group's subject matter is actually taught, or will soon be taught, in a regularly offered course;
2. The group's subject matter concerns a body of courses as a whole; or
3. Participation in the group is required for a particular course or results in academic credit.

Just as a noncurriculum related student group determination is fact-sensitive, so is determining whether a particular time period is noninstructional time. The term *noninstructional time* under the EAA means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends. 20 U.S.C. §4072(4). A morning activity period was found to be noninstructional time making a high school's refusal to allow a student Bible club to meet in school during that period a violation of the EAA. Donovan v. Punxsutawney Area Sch. Bd., 336 F.3d 211 (3d. Cir. 2003). The Ninth Circuit reached the opposite conclusion in a similar case. Prince v. Jacoby, 303 F.3d 1074 (9th Cir. 2002). But see Caniceros ex rel. Risser v. Bd. of Trustees, 106 F.3d 878, 880 (9th Cir. 1997) (holding that the plain meaning of the term "noninstructional time" under the EAA includes meetings held during lunch time).

A school violates the EAA by allowing some student groups to meet on campus but refusing similar access to gay-lesbian clubs. Colin v. Orange Unified Sch. Dist., 83 F.Supp.2d 1135 (C.D. Cal. 2000); White County High School Peers Rising In Diverse Ed. v. White Cty. Sch. Dist., 2006 WL 199190 (D. Ga. 2006); SAGE v. Osseo Area Sch. Dist. No. 279, 2007 WL 2885810 (D. Minn. 2007). But see Caudillo v. Lubbock Ind. Sch. Dist., 311 F.Supp.2d 550 (N.D.Tex. 2004)(school did not violate the EAA when it denied a gay student club's request for access because the "maintain order and discipline" exception applied). Note the U.S. Supreme Court refused to apply N.J.'s public accommodation law to the Boy Scouts because forcing the Boy Scouts to accept a homosexual as a member would violate the Scouts' freedom of expressive association. Boy Scouts of Amer. v. Dale, 530 U.S. 120 (2000).

The Seventh Circuit upheld the actions of high school officials who suspended an anti-abortion student club, due to neutral reasons unrelated to viewpoint. E.D. by Duell v. Noblesville Sch. Dist., 151 F.4th 907 (7th Cir. 2025).

For purposes of this Board policy, the District has established a *limited open forum* for high school students enrolled in the District. Each District high school shall offer an opportunity for student-led *noncurriculum related student groups* to meet on school premises during *noninstructional time*. Noncurriculum related student groups are those student groups, clubs, or organizations that do not directly relate to the curriculum.² For purposes of this Board policy, a *non-school sponsored* noncurriculum related student group is a noncurriculum related student group that is student led.

A student group or club is *school sponsored* if the District approves the student group or club to have a paid adult sponsor to promote, participate, and/or lead its activities. However, assigning a teacher, administrator, or other school employee to supervise a meeting for custodial purposes, allowing groups to promote meetings, and providing access to resources as determined by the District do not constitute sponsorship of the student group or club, nor does it constitute the District's endorsement or agreement with the activity or the speech of the students who participate in the activity.

Extracurricular and co-curricular student groups or clubs that are school sponsored are governed by Board policy 6:190, *Extracurricular and Co-Curricular Activities*.

Student groups or clubs directed and controlled by non-school persons are governed by Board policy 8:20, *Community Use of School Facilities*.

Student-led noncurriculum related student groups or clubs that are not school sponsored are granted free use of school premises and/or access to school resources for a meeting or series of meetings under the following conditions: ³

1. The meeting is held during those noninstructional times identified by the Superintendent or designee for noncurriculum related student groups, clubs, or organizations to meet. *Noninstructional time* means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.
2. All noncurriculum related student groups that are not school sponsored receive substantially the same treatment. ⁴
3. The student group or club and the meeting are student-initiated, meaning that the request is made by a student, and the group or club is led by a student. ⁵
4. Student attendance at the meeting is voluntary.
5. The school and school employees will not promote, lead, participate in, or otherwise sponsor the meeting.
6. School employees are present at religious meetings only in a nonparticipatory capacity.

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

² 20 U.S.C. §4072. See also discussion in f/n 1.

³ All of the listed conditions are based on language from the EAA, except for 10 through 12.

⁴ The Ninth Circuit Court of Appeals found that a school district violated the EAA and the student's First Amendment rights by denying her Bible club the same rights and benefits as other noncurriculum related student clubs. *Prince v. Jacoby*, 303 F.3d 1074 (9th Cir. 2002). Nothing in the decision suggests that the school was required to *sponsor* the Bible club and financially support it. However, the school board voluntarily gave "associated student body" clubs certain benefits that were denied the plaintiff's religious club. Thus, the district unlawfully treated one noncurriculum related student club differently from another noncurriculum related student club. See also U.S. Dept. of Education *Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools* (2026), available at: www.ed.gov/media/document/2026-guidance-constitutionally-protected-prayer-and-religious-expression-public-elementary-and-secondary-schools-113182.pdf.

⁵ In *E.D.*, the Court found no violation of the EAA where a school official decided to suspend a student anti-abortion club based on evidence that the club was partially run by the student's parent, and the student failed to follow the school's content-neutral flyer rules by including political messages.

7. The meeting and/or any activities engaged in by the student group or club do not materially or substantially interfere with the orderly conduct of educational activities.
8. Non-school persons do not direct, conduct, control, or regularly attend the meetings. ⁶
9. The school retains its authority to maintain order and discipline. ⁷
10. A school staff member is present in a supervisory capacity.
11. The Superintendent or designee approves the use of school premises and/or access to school resources for a meeting or series of meetings.
12. The school requires neutral content generally limited to club/group name, meeting time(s), and location(s) as well as the approval of the Building Principal or designee for all advertisements, wall postings, or flyers. ⁸

The Superintendent or designee shall develop administrative procedures to implement this policy.

LEGAL REF.: 20 U.S.C. §4071 et seq., Equal Access Act.
Bd. of Ed. of Westside Community Sch. Dist. v. Mergens, 496 U.S. 226 (1990).
E.D. by Duell v. Noblesville Sch. Dist., 151 F.4th 907 (7th Cir. 2025).
Gernetzke v. Kenosha Unified Sch. Dist. No. 1, 274 F.3d 464 (7th Cir. 2001), *cert. denied*, 535 U.S. 1017.

CROSS REF.: 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 8:20 (Community Use of School Facilities), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

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

⁶ Bd. of Ed. of Westside Community Sch. Dist. v. Mergens, 496 U.S. 226, 236 (1990).

⁷ In response to a school's invitation for all student groups to paint murals in the school hallway, a Bible club sought to include a large cross. The school principal forbade the cross in order to avoid conflicts among students – there was evidence the student body contained Satanic and neo-Nazi adherents. The principal's decision was insulated from liability under the EAA by the Act's provision that "nothing in [the Act] shall be construed to limit the authority of the school ... to maintain order and discipline on school premises." Gernetzke v. Kenosha Unified Sch. Dist. No. 1, 274 F.3d 464 (7th Cir. 2001), *cert. denied*, 535 U.S. 1017 (2002).

See E.D. at 917, (quoting Gernetzke, "[o]rder and discipline are part of any high school's basic educational mission; without them, there is no education.").

⁸ The content-neutral restrictions contained in this item were upheld in E.D. The Court found, "[t]he District could reasonably conclude that covering its walls with warring political messages would undermine that order and divert attention from the business of learning." Id. at 917.

This condition's application should be consistent with a board's adopted language in policy 8:25, *Advertising and Distributing Materials in Schools Provided by Non-School Related Entities*.

Community Relations

Connection with the Community

Public Relations

The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson.¹ The Board, in collaboration with the Superintendent or designee, shall plan and implement a District public relations program that will:²

1. Develop community understanding of school operation.
2. Gather community attitudes and desires for the District.
3. Ensure adequate financial support for a sound educational program.
4. Help the community feel a more direct responsibility for the quality of education provided by their schools.
5. Earn the community's goodwill, respect, and trust.
6. Promote a genuine spirit of cooperation between the school and the community.
7. Keep the news media and community accurately informed.

The public relations program should include:

1. Regular news releases concerning District programs, policies, activities, and special event management for distribution by, for example, posting on the District website, using District social media accounts,³ and/or sending to the news media.

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

¹ In alignment with the IASB *Foundational Principles of Effective Governance*, the school board president is the board's spokesperson (see sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*) and the superintendent is the district's spokesperson.

² These objectives are examples only and should be customized for each district. The board and superintendent should have a conversation regarding which objectives the board, superintendent, or both the board and superintendent together will implement. An alternative to the entire first subhead follows:

The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson. The Board, in collaboration with the Superintendent or designee, shall plan and implement a District public relations program to keep the community informed and build support through open and authentic communications. The public relations program shall include, without limitation, media relations; internal communications; communications to the community; communications to students and parents/guardians; the District website and social media accounts; and other efforts to reach all audiences using suitable mediums.

³ The U.S. Supreme Court case, *Lindke v. Freed*, 601 U.S. 187 (2024), held that a government official's speech on social media is attributable to the government if the official: (1) has actual authority to speak on behalf of the government on a particular matter; and (2) purports to exercise that authority when speaking on social media. If an official's speech on social media is attributable to the government, then the official's social media posts will be subject to scrutiny under the First Amendment. Social media accounts of government officials that are clearly labeled as personal (e.g., "This is the personal page of [insert name]") or with a disclaimer (e.g., "the views expressed are strictly my own") are presumed to contain only personal posts, though that presumption can be challenged depending on the particular facts. *Id.* The Court did not distinguish between elected or appointed government officials and employees, suggesting that the same test would apply to government employees.

2. News conferences, interviews, and official Board or District statements, as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. As official spokesperson for the Board, the Board President will communicate on behalf of the Board to the news media and community. Statements made by Board members when not authorized by the Board will be considered personal comments of the Board member, and Board members are encouraged to identify such statements as their personal opinions. Official Board or District statements (other than those made directly to the media) will be made through the District website and/or its social media accounts, at official District events, or through other official communication methods, such as District email or mailings. Individuals may speak for the District only with prior approval from the Superintendent.⁴
3. Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date.
4. Other efforts that highlight the District's programs and activities.⁵

Community Engagement⁶

Community engagement is a process that the Board uses to actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for the District's schools. Effective

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

Because those who post on a district's social media accounts typically have authority to speak on the district's behalf, such accounts are likely either *limited public forums* (also referred to as *nonpublic forums*) or *public forums*. See, e.g., People for the Ethical Treatment of Animals v. Tabak, 109 F.4th 627 (2024 WL 3573661) (D.C. Cir. 2024) (finding the National Institutes of Health's (NIH) social media accounts were limited public forums because use of the accounts was limited to discussion of certain subjects; however, the NIH violated the First Amendment when it filtered out comments based on the plaintiff's viewpoints). Consider that school districts are different than federal government agencies and must ensure other duties to students, e.g., safety and security, which may require excluding certain comments from the district's social media accounts.

For several resources on best practices for school board member social media use, see https://downloads.microscribepub.com/1l/press/hosted/Social_Media_Use_for_Board_Members_Resources.pdf.

⁴ See f/n 1, above. This item aligns with sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*, and the board member oath of office in 105 ILCS 5/10-16.5, which requires board members to swear or affirm that they "shall recognize that a board member has no legal authority as an individual and that decisions can only be made by a majority vote at a public board meeting." Making official statements through the district's website and official social media accounts, rather than through personal or "mixed use" accounts is a best practice and a strategy to mitigate First Amendment liability for board members and employees who communicate through social media platforms. Additionally, it is a best practice for board members or employees with social media accounts to clearly label their personal accounts as personal and limit district-related communications to official district accounts. See the Lindke v. Freed case, discussed in f/n 3, above.

⁵ Examples of such programs include senior citizens' brunches, realtors' luncheons, and building tours.

⁶ This section is optional. A board that includes this subhead should complete the work necessary to develop and implement community engagement goals. For training resources, see www.iasb.com/conference-training-and-events/training/workshops/reflecting-on-communication-and-community-engagement/ and www.iasb.com/about-us/publications/journal/2022-illinois-school-board-journal/september-october-2022/engaging-with-the-community-%C2%A0a-time-to-reflect-and/.

The community engagement process differs from public relations (discussed in the **Public Relations** section, above) or public polling. Public relations push out information to the community. Public polling pulls information or opinions from the community. While most school districts understand how to push and pull information from their communities, the community engagement process is part of the two-way conversation for school boards that involves listening. Listening should not be limited only to the public comment period during board meetings. It is reaching out to the community and having conversations not only with parents but other community members, and then taking into consideration their thoughts and ideas as boards make their decisions. This method of listening must be purposeful for community engagement to work as intended.

community engagement is essential to create trust and support among the community, Board, Superintendent, and District staff.⁷

The Board, in consultation with the Superintendent, articulates the District's community engagement goals.

The Board will periodically: (1) review whether its community engagement goals(s) are achieving the identified purpose(s) and objective(s); (2) consider what, if any, modifications would improve effectiveness; and (3) determine whether to continue individual tactics.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers)

DRAFT

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

⁷ These statements are based on IASB's *Foundational Principles of Effective Governance*, principle #2, "The board connects with the community." The first sentence applies the definition of community engagement to a board and its school district. See www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/.

An alternative introductory sentence that repeats the definition of community engagement follows: "For purposes of this policy, community engagement is the process that school boards use to actively involve diverse citizens in dialogue, deliberation and collaborative thinking around common interests for their public schools."

Community Relations

Accommodating Individuals with Disabilities ¹

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities, and will not be subject to illegal discrimination.² When appropriate, the District may provide to persons with disabilities aids, benefits, or services that are separate or different from, but as effective as, those provided to others.³

The District will provide auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.⁴

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

¹ State or federal law controls this policy's content.

² The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. §§12101 et seq. The ADA covers all state and local governments, including those that receive no federal financial assistance. Title II of the ADA specifically contains accessibility requirements. 42 U.S.C. §§12131 et seq. Its nondiscrimination provision states: "[s]ubject to the provisions of this subchapter, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any such entity." 42 U.S.C. §12132.

The U.S. Dept. of Justice, through its Civil Rights Division, is the key agency responsible for enforcing Title II. The regulations implementing Title II are found at 28 C.F.R. Part 35. For a comprehensive compliance toolkit, see: www.ada.gov/peatoolkit/chap1toolkit.htm. This policy contains only the basic elements of the ADA's requirements.

The ADA Amendments Act (ADAAA) significantly changed the ADA's definition of disability. 42 U.S.C. §12102. It did not, however, amend any provision in Title II regarding accessibility requirements. Consult the board attorney regarding the ADAAA's impact, if any, on the district's Title II accessibility obligations.

See f/n 4 in policy 2:260, *Uniform Grievance Procedure*, for a discussion of website accessibility requirements under Title II and the School Code. Consult the board attorney about procedures for the superintendent to perform his or her duties outlined below in f/ns 6 and 8.

The Ill. Environmental Barriers Act (410 ILCS 25/) and the Ill. Accessibility Code (71 Ill.Admin.Code Part 400) are "intended to establish minimum scoping and technical design requirements to ensure that the building environment in the State of Illinois is designed, constructed, and altered to be accessible to and useable by all, including individuals with disabilities." 71 Ill.Admin.Code §400.110(a). Press boxes that "are in bleachers that have points of entry at only one level, and the aggregate area of the press box is no more than 500 square feet" do not have to comply with the Accessibility Code. 105 ILCS 5/10-20.51.

³ 28 C.F.R. §35.130(b). If separate services or programs are provided, a district may not deny the individual an opportunity to participate in the regular programming unless the accommodation would alter the fundamental nature of the program. 28 C.F.R. §35.130(b).

⁴ Districts must provide auxiliary aids and services to ensure that no disabled individual with a disability is excluded or treated differently than other individuals, unless the district can show that taking such steps would fundamentally alter the nature of the function, program, or meeting or would be an undue burden. 28 C.F.R. §§35.160 and 35.164. The term *Examples of auxiliary aids and services* includes qualified interpreters, assistive listening devices, note-takers, and written materials, open and closed captioning, and real-time computer-aided transcription services for individuals with hearing impairments; for individuals with vision impairments, the term *examples* includes qualified readers, taped texts, and Brailled or large print materials, and screen reader software. 28 C.F.R. §35.104.

Each service, program, website, or activity operated in existing facilities shall be readily accessible to, and useable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.⁵

The Superintendent or designee is designated the Title II Coordinator and shall:⁶

1. Oversee the District's compliance efforts and, recommend necessary modifications to the School Board, ~~and maintain the District's final Title II self evaluation document, update it to the extent necessary, and keep it available for public inspection for at least three years after its completion date.~~⁷
2. Institute plans to make information regarding Title II's protection available to any interested party.⁸

Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required.⁹ This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Superintendent or designated Title II Coordinator, or by filing a grievance under Board policy 2:260, the Uniform Grievance Procedure.¹⁰

Formatted: IASB Italic

LEGAL REF.: ~~Americans with Disabilities Act~~, 42 U.S.C. §§12101 ~~et seq.~~ and 12131 ~~et seq.~~,
~~Americans with Disabilities Act~~; 28 C.F.R. Part 35.
~~Rehabilitation Act of 1973 §104~~, 29 U.S.C. §794, ~~Rehabilitation Act of 1973 (2006)~~.
105 ILCS 5/10-20.51.
410 ILCS 25/, Environmental Barriers Act.
71 Ill.Admin.Code Part 400, Illinois Accessibility Code.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:150 (Facility Management and Building Programs)

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

⁵ This requirement applies to construction commenced after January 26, 1992. 28 C.F.R. §35.151. Compliance methods include: equipment redesign, reassignment of services to accessible buildings, assignment of aids to beneficiaries, home visits, delivery of services at alternate accessible sites, alteration of existing facilities and construction of new facilities (a district is not required to make structural changes in existing facilities where other methods are effective in achieving compliance), and use of accessible rolling stock or other conveyances. 28 C.F.R. §35.150.

⁶ Each district having 50 or more full- or part-time employees must designate at least one employee to coordinate its efforts to comply with Title II, including complaint investigations. 28 C.F.R. §35.107.

⁷ ~~A written evaluation of district services, policies, and practices should have been completed by January 26, 1993. Interested people should have been allowed to submit comments during the evaluation process. The final self-evaluation document must be kept for at least three years, be available for public inspection, and include a list of individuals and organizations consulted, a description of areas examined and any problems identified, and a description of any modifications. The record retention requirement applies to only those districts having 50 or more full or part-time employees. While January 26, 1996, has passed, this information is kept in the policy as it is an affirmative obligation.~~

⁸ Each district must make information regarding the ADA's protection available to any interested party. 28 C.F.R. §35.106. For example, a simple notice can be included in school newspapers, program or performance announcements, and registration material.

⁹ The superintendent decides the appropriate response on a case-by-case basis.

¹⁰ Adoption of a uniform grievance procedure fulfills the ADA's requirement that each district having 50 or more employees adopt and publish a grievance procedure providing for prompt and equitable resolution of any complaint.



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Beth MacKenna, Director of Nutrition Services
Date: August 25, 2026
Re: Fresh Fruit & Vegetable Program

Nutrition Services solicited bids for the purchase and delivery of fresh produce. Bid invitations were sent to Loffredo Fresh Foods, Kohl Wholesale, and What Chefs Want.

Loffredo Fresh Foods was the only vendor to submit a bid for this solicitation. As with the previous bid, Loffredo's pricing includes a \$4.00 per case increase. Based on the bid received and the anticipated needs of the Nutrition Services program for the 2026–2027 school year, Loffredo Fresh Foods is recommended for award.

Loffredo Fresh Foods has successfully served as the District's Fresh Fruit and Vegetable Program supplier for the past six years, consistently providing reliable delivery schedules, high-quality products, and accurate order fulfillment.

It is recommended that the Board of Education approve an agreement with Loffredo Fresh Foods, 4001 SW 63rd Street, Des Moines, IA 50321, in an amount not to exceed \$215,950 for the 2026–2027 school year.

Investment Period: July 1, 2026 - June 30, 2027
Total Investment: Not to exceed \$215,950
Funding Source: Nutrition Department Funds

LOFFREDO

FRESH FOODS

EST



1892

Tuesday, August 4, 2026

Rock Island-Milan School District #41
District Administration Center
2000 7th Avenue
Rock Island, Illinois 61201

RE: RFP FFVP

Thank you for including Loffredo Fresh Foods in your bid process. We appreciate the opportunity to participate and look forward to our continued partnership in the future.

Due to the volatility in pricing of so many produce items, we cannot lock in single serve pricing for 1 year, however, we can lock in a markup of \$4.00. The pricing included in this bid is the average you paid during the 2025/2026 school year.

Delivery Days: Tuesday/Thursday

Sincerely,

Lisa Beener
Director of Client Services
Loffredo Fresh Foods

Item #	Pack	Size	Item Description	Manufacturer	Avg \$
10491	200	1.6 OZ	CARROT/CARROTEENIES (200/1.6 OZ.)	PRODUCE INNOVATIONS	\$47.95
33915	100	2 OZ	SS APPLE SLICES "SWEET" (100-2 OZ.)	PRODUCE INNOVATIONS	\$49.57
33917	100	2 OZ	SS APPLE SLICES "TART" (100/2 OZ)	PRODUCE INNOVATIONS	\$43.02
35005	100	3 OZ	SS BEET STICKS (100/2 OZ)	PRODUCE INNOVATIONS	\$59.10
34939	100	2 OZ	SS BROC & CARROTS (100/2 OZ)	PRODUCE INNOVATIONS	\$46.63
35986	100	2 OZ	SS BUTTERNUT SQUASH (100/2 OZ)	PRODUCE INNOVATIONS	\$56.82
33950	100	2 OZ	SS CANTALOUPE CHUNKS (100/2 OZ)	PRODUCE INNOVATIONS	\$58.48
35980	100	2 OZ	SS CANTALOUPE/HONEYDEW CHUNKS (100/2 OZ)	PRODUCE INNOVATIONS	\$53.94
35972	100	2 OZ	SS CARROT/CELERY COMBO (100/2 OZ)	PRODUCE INNOVATIONS	\$55.78
35001	100	2 OZ	SS CARROTS COINS (100/2 OZ.)	PRODUCE INNOVATIONS	\$38.96
34997	100	2 OZ	SS CARROTS/RAINBOW BABY (100/2 OZ.)	PRODUCE INNOVATIONS	\$52.24
33934	100	2 OZ	SS CAULIFLOWER FLORETS (100/2 OZ)	PRODUCE INNOVATIONS	\$51.78
34996	100	2 OZ	SS CAULIFLOWER/COLORED (100/2 OZ)	PRODUCE INNOVATIONS	\$67.68
33931	100	2 OZ	SS CUCUMBER/SLICES (100/2 OZ)	PRODUCE INNOVATIONS	\$42.20
35984	100	2 OZ	SS DAIKON COINS (100/2 OZ)	PRODUCE INNOVATIONS	\$42.53
35000	100	2.7 OZ	SS GRAPEFRUIT WEDGES (100/2.7 OZ)	PRODUCE INNOVATIONS	\$58.94
34950	100	2 OZ	SS HONEYDEW CHUNKS (100/2 OZ)	PRODUCE INNOVATIONS	\$58.83
33948	100	2 OZ	SS MANGO/CHUNKS (100/2 OZ)	PRODUCE INNOVATIONS	\$68.48
33944	100	2 OZ	SS MIXED FRUIT (C/H/P)(100/2 OZ)	PRODUCE INNOVATIONS	\$48.82
34919	100	2 OZ	SS MIXED PEPPER STRIPS (100/2 OZ)	PRODUCE INNOVATIONS	\$43.28
33938	100	2.7 OZ	SS ORANGE WEDGES (100/2.7 OZ)	PRODUCE INNOVATIONS	\$41.73
35002	100	3 OZ	SS PARSNIP STICKS (100/2 OZ)	PRODUCE INNOVATIONS	\$48.21
33923	100	2.7 OZ	SS PINEAPPLE CHUNK (100/2.7 OZ)	PRODUCE INNOVATIONS	\$59.15
35990	100	2 OZ	SS PINEAPPLE/BLUEBERRIES (100/2 OZ)	PRODUCE INNOVATIONS	\$81.47
35988	100	2 OZ	SS PINEAPPLE/RED GRAPES (100/2 OZ)	PRODUCE INNOVATIONS	\$54.78
34998	100	2 OZ	SS RADISH/WATERMELON (100/2 OZ)	PRODUCE INNOVATIONS	\$55.64
33927	100	2 OZ	SS RED GRAPES (100/2 OZ)	PRODUCE INNOVATIONS	\$66.72
33990	100	2 OZ	SS RED PEPPER STRIPS (100/2 OZ)	PRODUCE INNOVATIONS	\$45.48
35004	100	3 OZ	SS RUTABAGA STICKS (100/2 OZ)	PRODUCE INNOVATIONS	\$47.14
33953	100	2 OZ	SS SUGAR SNAP PEAS (100/2 OZ)	PRODUCE INNOVATIONS	\$60.14
33919	100	2 OZ	SS SWEET & GREEN APPLE SLICES (100/2 OZ)	PRODUCE INNOVATIONS	\$40.81
33921	100	2.3 OZ	SS SWEET & GRN APPLE & GRAPES (100/2.3 OZ)	PRODUCE INNOVATIONS	\$48.48
33968	100	2 OZ	SS SWEET POTATO CHUNK 3/4" (100/2 OZ)	PRODUCE INNOVATIONS	\$47.69
33932	100	2 OZ	SS TOMATOES/GRAPE (100/2 OZ)	PRODUCE INNOVATIONS	\$83.65
34999	100	2 OZ	SS TOMATOES/MEDLEY GRAPE (100/2 OZ)	PRODUCE INNOVATIONS	\$59.50
35003	100	3 OZ	SS TURNIP STICKS (100/2 OZ)	PRODUCE INNOVATIONS	\$47.92
30796	100	1.5 OZ	SS VEG MEDLEY (100/1.5 OZ)	PRODUCE INNOVATIONS	\$56.56
33977	100	2 OZ	SS YELLOW SQUASH 1/2 MOON (100/2 OZ)	PRODUCE INNOVATIONS	\$50.46
33979	100	2 OZ	SS ZUCCHINI 1/2 MOON (100/2 OZ)	PRODUCE INNOVATIONS	\$44.05

SECTION 300 - OFFICIAL BID SUBMITTAL FORM

Rock Island-Milan School District #41 Fresh Fruit and Vegetable Program (FFVP) Bid
Bids Due: July 22, 2025 at 8:00 a.m.

By submitting this bid, the Contractor acknowledges that it has reviewed and agrees to comply with all terms, conditions, requirements, and specifications outlined in the Rock Island-Milan School District #41 Fresh Fruit and Vegetable Program Bid Documents. Any exceptions, deviations, or discrepancies between the bid specifications and the Contractor's bid response must be clearly identified below. Failure to identify exceptions may result in the bid being considered non-responsive.

BASE BID

Total Bid Amount: \$ _____

BID EXCEPTIONS / DISCREPANCIES:

Markup per case = \$4.00

ACKNOWLEDGEMENT OF ADDENDA

The Contractor acknowledges receipt of the following Addenda:

By submitting this bid, the Contractor certifies that it agrees to all terms, conditions, and specifications contained within the bid documents, including the General Conditions and FFVP specifications, unless specifically noted in the exceptions section above or modified by an approved written addendum.

The undersigned certifies that they are authorized to submit this bid on behalf of the company listed below.

Authorized Signature: Lisa Beener
Printed Name: Lisa Beener
Title: Director of Client Services
Company Name: Loftredo Fresh Foods
Address: 4001 SW 63 Street
Des Moines Iowa 50321
Telephone: 1-877-762-1117
Fax: 515-285-3231
Email: orders@loftredo.com



Personnel Recommendations
Board of Education Meeting
August 25, 2026

Non-Certified Appointments

It is recommended that the Board of Education approve the following non-certified appointments for the 2026-27 school year.

Savanna Billings -	Head Start Assistant Teacher at Horace Mann Early Learning Center Salary - \$24,818/annually
Lillian DePaolis -	Dishwasher at Rock Island High School Salary - \$15.86/hourly
Toni Frere -	Head Start Assistant Teacher at Horace Mann Early Learning Center Salary - \$33,439/annually
Josefina Guzman -	Head Start Assistant Teacher at Horace Mann Early Learning Center Salary - \$24,335/annually
Ronda Medinger -	Secretary at Rock Island for Center for Math and Science Salary - \$40,442/annually
Derriel Printy -	Cashier at Rock Island High School Salary - \$15.86/hourly
Benita Pryor -	Paraprofessional at RI Academy Salary - \$21.46/hourly
Venessa Taylor -	Paraprofessional at Rock Island High School Salary - \$26.94/hourly
Mackenzie Walker-Lee -	Paraprofessional at Rock Island Academy Salary - \$20.50/hourly



Personnel Recommendations
Board of Education Meeting
August 25, 2026

Non-Certified Internal Transfer

It is recommended that the Board of Education approve the following non-certified internal transfer for the 2026-27 school year.

Samuel Mack - Paraprofessional (Security Personnel) at Thurgood Marshall Learning Center to Paraprofessional (Security Personnel) at Rock Island High School
Salary - \$24.16/hourly

Non-Certified Coach Appointment

It is recommended that the Board of Education approve the following non-certified appointment for the 2026-27 school year.

Calvin Larson - Assistant Football Coach at Rock Island High School (split stipend)
Salary - \$3,326/stipend

Certified Coach Appointment

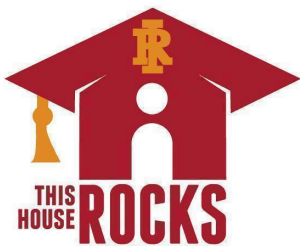
It is recommended that the Board of Education approve the following certified appointment for the 2026-27 school year.

Cameron Yeater - Assistant Football Coach at Rock Island High School (split stipend)
Salary - \$3,326/stipend

Non-Certified Resignations

It is recommended that the Board of Education accept the following non-certified resignations during the 2026-27 school year.

<u>Staff Member</u>	<u>Current Position</u>	<u>Years of Continuous Service</u>
Elizabeth Saunders	Paraprofessional (Library) at Earl Hanson Elementary School	4 Years Effective 08/20/2026
Charla Swift	Paraprofessional (Special Education) at Edison Junior High School	3 Years Effective 08/20/2026



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Dr. Dominique Moore, Assistant Superintendent of HR
Date: August 25, 2026
Re: Family and Community Engagement Liaison

The selection process for the Family and Community Engagement Liaison yielded a pool of seven (7) candidates. Four (4) candidates were invited to the interview process; however, only three (3) accepted the invitation and were interviewed. The selection process included screening, an in-person panel interview, and a performance-based task.

Kaliya Colvin emerged as the strongest candidate and is recommended for appointment as the Family and Community Engagement Liaison.

Ms. Colvin holds a Bachelor's Degree in Communications from Upper Iowa University. She brings valuable experience in coordinating community outreach initiatives and engagement events, developing youth programs, providing youth mentoring, and building and sustaining community partnerships. Ms. Colvin has previously worked with social service organizations, including Big Brothers Big Sisters and Goodwill of the Heartland, where she developed experience supporting youth, families, and community-based initiatives. Her background in communications, community engagement, and partnership development will be a valuable asset to the district.

Ms. Colvin's references describe her as personable, empathetic, and an excellent communicator. They further commented that she has a true desire to support youth and family development. described her as one whose actions speak louder than words. Finally it was noted that Ms. Colvin is kind, respectful, and treats everyone fairly.

It is recommended the Board of Education approve the appointment of Kaliya Colvin to the position of Family and Community Engagement Liaison for the 2026 - 2027 school year at the salary of \$48,902, prorated to start date.

Investment Period: One year contract
Total Investment: \$48,902
Funding Source: Title I