

LISLE COMMUNITY UNIT SCHOOL DISTRICT 202
BOARD ROOM
5211 CENTER AVENUE
LISLE, ILLINOIS 60532
Board of Education Meeting
January 23, 2023
6:15 PM

Members of the public are welcome to attend all Lisle Community Unit School District 202 Board of Education meetings, including those held via video conferencing. Anyone wishing to view the meeting or provide comments is encouraged to review the information below.

In-Person Meeting Viewing: Guests are welcome to attend the meeting in-person in the Board Room.

Remote Meeting Viewing: The proceedings of the meeting will be streamed live and can be viewed using the following link: <http://www.youtube.com/c/LisleDistrict202>. Guests will join the meeting in view-only mode and will not be seen or heard in the meeting. A recording of the meeting will also be available on the School District website.

Public Comment: Public comments can be made in person or via email at publiccomment@lisle202.org. Comments must be received by 5:00 p.m. on the day on which the meeting is held. Comments submitted by the deadline will not be read aloud during the meeting, but rather will be provided to the School Board before the start of the meeting and will become part of the meeting record.

Please see the "Meeting Dates, Agendas and Minutes" page for links to the Board of Education meeting agendas, minutes and video feeds.

AGENDA

1. Call to Order and Roll Call
2. Adjourn to Closed Session for Discussion of the Appointment, Performance, Discipline, Compensation or Dismissal of Employees and Collective Bargaining Matters
3. Return to Open Session - 7:30 pm
4. Pledge of Allegiance
5. Reading of Mission Statement
6. Public Comment 3
7. **ACTION ITEMS**
 - A. Consent Agenda:
 - (1) Board Meeting Minutes 5
 - (2) Authorization to Release Closed Session Minutes for Public Inspection and Destruction of Audio Recordings 13
 - (3) Payroll Pay Orders 15
 - (4) Vendor Pay Orders 36
 - (5) Personnel 54
 - a. Certified Employment 54
 - b. Certified Leave Request 58
 - c. Classified Employment 60
 - d. Non-Bargaining Unit Separation of Employment 61
 - e. Extra-Duty Employment 64
 - f. Extra-Duty Resignation 65
 - (6) Fourteenth Amendment to Purchase and Sale Agreement for Tate Woods School 68
 - (7) Collective Bargaining Agreement Between the Classified Education Association of Lisle and the Board of Education for the School Years 2022/2023 and 2023/2024 70
 - (8) Second Reading and Approval of PRESS Packet 110 (Part 2) 132
 - (9) Designation of Persons to Prepare Tentative Budget for FY2024 135
8. **FINANCIAL INFORMATION** - The Board Acknowledges Receipt of the following Reports
 - A. Financial Report 136
 - B. Treasurer Report 136

| | |
|--|-----|
| C. Quarterly Financial Update | 137 |
| D. Investment Concentration & Collateral Report - 12/31/2022 | 141 |
| 9. <u>DISCUSSION ITEMS</u> | |
| A. Lisle Junior High Cross Country Team | 155 |
| B. First Reading of PRESS Packet 110 (Part 3) | 156 |
| C. Freedom of Information Request(s) | 275 |
| D. Superintendent's Report | 278 |
| 10. <u>COMMITTEE REPORTS</u> | |
| A. Educational Equity & Excellence (E3) - Did not meet | |
| B. Facility Master Planning - Did not meet | |
| C. Finance - Did not meet | |
| D. Policy - See agenda items | |
| E. Vision 202 - Did not meet | |
| 11. <u>BOARD REPRESENTATIVE REPORTS</u> | |
| A. Home and School Organization - Did not meet | |
| B. IASB Delegate to Board | |
| C. Intergovernmental | 281 |
| D. Legislative Education Network of DuPage (LEND) - Did not meet | |
| E. Lisle Education Foundation - Did not meet | |
| F. School Association for Special Education in DuPage (SASED) | |
| 12. Agenda Topics for Future Board Meetings | |
| 13. Adjournment | |



Request to speak to the Board of Education

PROCEDURE FOR SPEAKING TO THE BOARD OF EDUCATION

Persons wishing to speak during the public comment section of the Lisle District 202 Board Meeting are asked to complete a "Request to Speak" card. The purpose of this opportunity is to direct comments to the Board and/or provide information. Ordinarily, the Board will not engage in dialogue with the speaker. Comments should be in good taste and demonstrate consideration for others. Each speaker will be allotted up to three minutes.

Thank you for following the procedure. Your cooperation will ensure that all individuals who wish to speak may do so while simultaneously providing for timely completion of the Board's business agenda. Your continued interest in our community's schools is valued and appreciated.

NAME (please print): Willis Kidd

AFFILIATION WITH THE DISTRICT:

- Current Lisle 202 Parent
- Current Lisle 202 Resident, not a current Lisle 202 Parent
- Other (please describe) _____

SIGNATURE: [Signature] **DATE:** 1/23/13

EMAIL: [Redacted]

Please provide a brief description of the topic you will address:

The opening of the Board about closed discussions

Do you desire follow-up contact from administration regarding your topic of discussion?

- YES
- NO
- UNSURE



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NAME (please print): Kate Foster

AFFILIATION WITH THE DISTRICT:

- Current Lisle 202 Parent
- Current Lisle 202 Resident, not a current Lisle 202 Parent
- Other (please describe) _____

SIGNATURE: Kate Foster **DATE:** 1-23

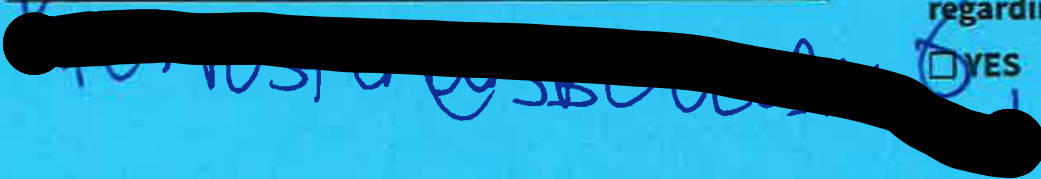
EMAIL: _____

Please provide a brief description of the topic you will address:

District Policy

Do you desire follow-up contact from administration regarding your topic of discussion?

- YES
- NO
- UNSURE



FOR ACTION

**Lisle Community Unit School District 202
Board of Education Meeting
January 23, 2023**

SUBJECT: Approval of Board of Education Meeting Minutes

SUGGESTED MOTION: That the Board of Education approve the Regular and Closed Session Minutes from the December 19, 2022 and January 11, 2023 Board of Education Meetings.

LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202
BOARD OF EDUCATION
REGULAR MEETING MINUTES
December 19, 2022

Record of Minutes of the Regular Meeting of the Board of Education of Lisle Community Unit School District 202, DuPage County Illinois, which was held in the Board Room of the Administrative Offices at 5211 Center Avenue Lisle, IL on December 19, 2022.

The meeting was called to order at 7:31 p.m. by President Ahlmann.

Present: Pam Ahlmann
Daniel Helderle
Eunice McConville
Wendy Nadeau
Greg Nagler
Randee Sims

Absent: Steve Lesniak

Also Present: Keith Filipiak, Superintendent
Linda Kotalik, Assistant Superintendent
Dave Wilkinson, Director of Finance
Jeff Howard, Lisle High School Principal
Sheri Costello, Lisle High School Assistant Principal of Curriculum &

Instruction

Jen Zimmerman, Lisle High School Assistant Principal of Student Services
Jim O'Hara, Lisle High School Dean of Students

The Pledge of Allegiance was recited.

Mrs. Ahlmann read the District Mission Statement.

Public Hearing for the 2022 Tax Levy

The Public Hearing was held concerning the 2022 Tax Levy. Mrs. Ahlmann read the summary of the 2022 Tax Public Hearing Script, as presented. The proposed taxes to be levied for 2022 are \$33,262,000 representing a 5.35% increase over the prior year's taxes extended. The cash balance of funds related to the District's operational levy was \$34,720,758 as of July 1, 2022.

Detailed information regarding the proposed 2022 tax levy, including a formal presentation, was provided at the November 28th, 2022 Finance Committee Meeting and is available for viewing on the school district's website.

Notice of the Public Hearing was published in the Daily Herald on December 7th, 2022. The Public Hearing is an opportunity for the public to provide input on the proposed tax levy.

Public Hearing - Public Comment

- None

Motion by Mr. Nagler, seconded by Mrs. Sims
TO ADJOURN PUBLIC HEARING

Answering to a roll call vote:
AYE: Nagler, Sims, Helderle, Nadeau, McConville, Ahlmann
NAY: None
Motion carried 6-0

Public Comment

- None

Consent Agenda

Motion by Mr. Helderle, seconded by Mrs. Nadeau
TO APPROVE/ACCEPT THE FOLLOWING CONSENT AGENDA ITEMS AS PRESENTED;

- Minutes of Regular and Closed Session of November 28, 2022
- November 2022 Payroll Pay Orders in the amount of \$1,658,982.49
- November 2022 Vendor Pay Orders in the amount of \$1,757,309.57
- Personnel:
 - Classified Employment
 - Matthew Finn, Inclusion Aide at Lisle Senior High School, to be placed at Step 0 (\$15.58*/hr.).
 - Extra-Duty Resignation
 - Felicia Burke, Assistant Science Olympiad Sponsor at Lisle Junior High School, has submitted her resignation effective December 16, 2022.
 - Non-Bargaining Support Staff Intent to Retire Revocation
 - FY2022 Audited Financial Statements
 - Lisle Senior High Band Trip Funding

Answering to a roll call vote:
AYE: Helderle, Nadeau, Nagler, Sims, McConville, Ahlmann
NAY: None
Motion carried 6-0

2022 Real Estate Tax Levy

Motion by Mr. Helderle, seconded by Mr. Nagler

TO ADOPT THE 2022 REAL ESTATE TAX LEVY RESOLUTION. IN ADDITION, THE BOARD DIRECTS THE ADMINISTRATION TO PROVIDE INFORMATION ON A POSSIBLE TAX ABATEMENT, BOND, AND INTEREST LEVY BEFORE MARCH 1, 2023.

Answering to a roll call vote:

AYE: Helderle, Nagler, Nadeau, Sims, McConville, Ahlmann

NAY: None

Motion carried 6-0

Second Reading and Approval of PRESS Packet 110 (Part 1)

The Board clarified language for Board Policies 2:100, 2:105 and 4:140

Motion by Mrs. Ahlmann, seconded by Mrs. Nadeau

TO APPROVE THE PRESS PACKET 110 (PART 1) AS PRESENTED WITH THE UPDATED DEFINITION IN POLICY 2:105 TO STATE: "POLITICAL ACTIVITY" DURING ANY "COMPENSATED TIME" MEANS...

Motion carried with a voice vote of 6-0

Financial Information

The Board Acknowledges Receipt of the following Reports:

- November 2022 Financial Report
- November 2022 Treasurer's Report
- Post Issuance Tax Report Information Sheet

Discussion Items

Lisle High School Improvement Plan Follow-up

- The Lisle High School Administrative Team presented information on the following topics:
 - SAT data, the context for the changes in scores, relevance to students, preparation opportunities offered by LHS
 - The State has not provided any results for the Illinois Science Assessment since its inception in 2019
 - Reviewed Advanced Placement Course options
 - Shared comparative data to similar-sized unit district, Westmont
 - Discussed attendance information and how attendance is calculated by the State
 - Reviewed information about Student Services provided and applicable trends
 - Identified student feedback from the 5Essentials Survey
 - Shared approaches that will be taken to review the curriculum and support continued rigor across the courses

First Reading and Discussion - PRESS Packet 110 (Part 2)

- See Board Meeting Agenda for a complete list of Policies reviewed in PRESS Packet 110 (Part 2)

Freedom of Information Requests

The District received Freedom of Information Act request(s) from the following individual(s):

- Mirko Martich – December 1, 2022
- Mirko Martich – December 13, 2022
- Vince Espi, Local Labs - December 15, 2022
- Sheri Reid, Specialist SmartProcure - December 15, 2022

Superintendent Report

- See BoardBooks for the full report.

Committee Reports

Board Committee Report summaries are located in BoardBooks unless otherwise indicated.

- Educational Equity & Excellence (E3) - did not meet
- Facility Master Planning – did not meet
- Finance Committee - See Finance Agenda in BoardBooks
- Policy Committee – See Agenda item in BoardBooks, PRESS Packet 110 (Part 2)

Board Representative Reports

Board Representative Report summaries are located in BoardBooks unless otherwise indicated.

- Home and School Organization - did not meet
- IASB Delegate to Board - did not meet - January 11th: Governance Session, time TBD. February 1st - Spring Division Meeting at Downers South High School - a video link will be available for Board of Education candidates.
- Intergovernmental - did not meet
- Legislative Education Network of Dupage (LEND) - did not meet
- Lisle Education Foundation - did not meet
- SASSED
- Vision 202

Future Agenda Topics

- Mrs. Almann will email information for the Superintendent's Mid-Term Evaluation to Board Members prior to the January Meeting.

Motion Adjourn to Closed Session

At 9:50 p.m., motion by Mr. Helderle, seconded by Mrs. Nadeau
ADJOURN TO CLOSED SESSION FOR THE PURPOSE OF DISCUSSING SECURITY PROCEDURES, SCHOOL BUILDING SAFETY, AND THE USE OF PERSONNEL AND EQUIPMENT TO RESPOND TO AN ACTUAL, THREATENED, OR REASONABLY POTENTIAL DANGER TO THE SAFETY OF EMPLOYEES, STUDENTS, STAFF, THE PUBLIC, OR PUBLIC PROPERTY, AND A COLLECTIVE BARGAINING MATTERS

Answering to a roll call vote:
AYE: Helderle, Nadeau, Nagler, Sims, McConville, Ahlmann
NAY: None
Motion carried 6-0

Return to Open Session

At 10:56 p.m., motion by Mr. Helderle, seconded by Mr. Lesniak
RETURN TO OPEN SESSION
Motion carried with a voice vote of 6-0

Motion to Adjourn

At 10:56 p.m., motion by Mrs. Nadeau, seconded Mrs. Sims
THAT THE MEETING BE ADJOURNED.
The motion carried with a voice vote of 6-0

ATTEST:

President

Secretary

LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202
BOARD OF EDUCATION
SPECIAL MEETING MINUTES
JANUARY 11, 2023

Record of Minutes of the Special Meeting of the Board of Education of Lisle Community Unit School District 202, DuPage County, Illinois, which was held in the Board Room of Administrative Office, 5211 Center Avenue, Lisle, Illinois on January 11, 2023.

The meeting was called to order at 5:15 p.m. by President Ahlmann with a roll call attendance.

Present: Pamela Ahlmann
Dan Helderle
Steve Lesniak
Eunice McConville
Wendy Nadeau (left at 6:38 p.m.)
Greg Nagler
Ranee Sims

Absent: None

Also Present: Keith Filipiak, Superintendent
Laura Martinez, IASB Field Services Director
Arlana Bedard, IASB Field Services Director, DuPage Division

Public Comment

None

To Adjourn To Closed Session For The Purpose Of Board Self-Evaluation, Practices And Procedures Or Professional Ethics With A Representative Of The Illinois Association Of School Boards

Adjourn to Closed At 5:16 p.m., motion by Mr. Helderle, seconded by Mr. Lesniak

Answering to a roll call vote:

AYE: Helderle, Leskiak, Nagler, Sims, Nadeau, McConville, Ahlmann

NAY: None

Motion carried 7-0

Return to Open Session

At 7:31 p.m., motion by Mr. Nagler, seconded by Mr. Helderle

Motion carried with a voice vote 6-0

Motion to Adjourn

At 7:31 p.m. motion by Mr. Helderle, seconded by Mr. Lesniak

THAT THE MEETING BE ADJOURNED

Motion carried with a voice vote of 6-0

ATTEST:

President

Secretary

FOR ACTION

**Lisle Community Unit School District 202
Board of Education Meeting
January 23, 2023**

SUBJECT: Authorization to Release Closed Session Minutes for Public Inspection and Destruction of Audio Recordings

BACKGROUND DATA: Semi-annually the Board of Education is required to review the minutes of Closed Session meetings and approve their public availability. Minutes of meetings closed to the public shall be available only after the Board determines that it is no longer necessary to protect the public interest or the privacy of an individual by keeping them confidential.

FINANCIAL IMPACT: N/A

RECOMMENDATION: The Administration recommends Closed Session minutes from the following meeting:

- 1) **be released** for public availability
 - a. July 18, 2022

- 2) **not be released** for public availability due to the confidential nature of the topics and the need to protect the public interest or the privacy of an individual.
 - a. June 27, 2022 Specific details related to:
 - i. Staff members
 - ii. Collective bargaining

 - b. July 23, 2022 Specific details related to Board Member Interviews

 - c. July 25, 2022 Specific details related to:
 - i. Staff members
 - ii. Collective bargaining
 - iii. Student Manner

 - d. August 22, 2022 Specific details related to:
 - i. Student matter
 - ii. Collective bargaining
 - iii. Litigation matters
 - iv. Staff members

 - e. September 26, 2022 Specific details related to:
 - i. Collective bargaining

- f. October 24, 2022 Specific details related to
 - i. Security procedures
 - ii. Student matter

 - g. November 28, 2022 Specific details related to
 - i. Security procedures
 - ii. Collective bargaining
- 3) The destruction of audio recordings of Closed Session meetings more than 18 months old, unless the recordings are otherwise required by law to be preserved.

SUGGESTED MOTION: That the Board of Education release of Closed Session minutes from July 18, 2022 and destroy audio recordings of Closed Session meetings more than 18 months old, unless the recordings are otherwise required by law to be preserved.

LISLE COMMUNITY UNIT SCHOOL DISTRICT #202

PAYROLL PAY ORDERS

This is to certify that the Board of Education of Lisle Community Unit School District No. 202 ratified the following payroll pay orders: January 23, 2023

| | | | | |
|------------------------------|-----------|------------|------------|------------|
| PAYROLL CHECKS ISSUED | Beginning | n/a | and Ending | n/a |
| PAYROLL ACH DEPOSIT | Beginning | 9000037942 | and Ending | 9000038234 |
| | Beginning | 9000038266 | and Ending | 9000038563 |
| PAYROLL ACH VOID | Beginning | n/a | and Ending | n/a |

FUND DISTRIBUTION

| | | |
|--------------------------|-------|------------------------|
| EDUCATIONAL | | \$ 1,527,255.63 |
| OPERATIONS & MAINTENANCE | | \$ 93,985.57 |
| DEBT SERVICES | | \$ - |
| TRANSPORTATION | | \$ 3,550.15 |
| IMRF/SOCIAL SECURITY | | \$ - |
| CAPITAL PROJECTS | | \$ - |
| WORKING CASH | | \$ - |
| | TOTAL | <u>\$ 1,624,791.35</u> |

President - Board of Education

Date

Secretary - Board of Education

Date

Payroll Run Check Listing for Board

| Payroll | 12/15/2022 | Lisle CUSD 202 | | |
|------------|-------------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000037942 | Buchholz, Marilyn | 000 | 2,386.80 | 1,347.74 |
| 9000037943 | Engler, Jennifer R | 000 | 4,590.12 | 2,982.10 |
| 9000037944 | Filipiak, Keith | 000 | 9,139.88 | 5,019.90 |
| 9000037945 | Hinton, Jeffery | 000 | 2,935.38 | 1,630.05 |
| 9000037946 | Kempfer-Kotalik, Linda | 000 | 7,908.79 | 3,879.58 |
| 9000037947 | Law, Jennifer S | 000 | 6,832.79 | 4,599.76 |
| 9000037948 | McCormick, Jennifer | 000 | 2,121.15 | 547.86 |
| 9000037949 | Metoyer, Marielle | 000 | 2,154.12 | 1,549.74 |
| 9000037950 | Navarro, Lawrence M | 000 | 1,991.03 | 1,353.54 |
| 9000037951 | Posego, John C | 000 | 5,958.63 | 3,623.67 |
| 9000037952 | Quinlan, Kevin | 000 | 160.00 | 139.84 |
| 9000037953 | Rich, Mary Beth | 000 | 3,150.00 | 2,208.89 |
| 9000037954 | Schalk, Trent J | 000 | 2,598.69 | 1,313.68 |
| 9000037955 | Tsamis, Anna | 000 | 3,008.46 | 940.44 |
| 9000037956 | Van Volkenburg, Nancy L | 000 | 3,155.49 | 2,027.89 |
| 9000037957 | Wilkinson, David | 000 | 6,484.21 | 3,957.70 |
| 9000037958 | Anderson, Erik D | 100 | 3,653.25 | 2,955.03 |
| 9000037959 | Anderson, Herbert | 100 | 4,538.84 | 3,322.84 |
| 9000037960 | Bamboate, Darius | 100 | 3,730.13 | 2,748.59 |
| 9000037961 | Bates, Kassi | 100 | 231.63 | 213.91 |
| 9000037962 | Biezynski, Jenna A | 100 | 881.03 | 572.31 |
| 9000037963 | Blankenship, Brian | 100 | 1,615.13 | 1,132.93 |
| 9000037964 | Bosco, Kylie | 100 | 1,166.67 | 968.82 |
| 9000037965 | Brady, Jennifer L | 100 | 3,422.50 | 2,632.56 |
| 9000037966 | Burdett, Paul | 100 | 1,802.85 | 1,051.37 |
| 9000037967 | Bylsma, Nathan | 100 | 4,345.46 | 3,130.21 |
| 9000037968 | Bylsma, Svea | 100 | 5,206.13 | 3,574.19 |
| 9000037969 | Chandhok, Mona A | 100 | 2,999.50 | 2,416.89 |
| 9000037970 | Clarke, Jeannette | 100 | 3,537.83 | 2,663.81 |
| 9000037971 | Costello, Sheri | 100 | 4,901.08 | 3,680.12 |
| 9000037972 | Cracco, Catherine | 100 | 2,358.99 | 1,700.09 |
| 9000037973 | Czyl, Maureen | 100 | 1,254.63 | 816.32 |

Payroll Run Check Listing for Board

| Payroll | 12/15/2022 | Lisle CUSD 202 | | |
|------------|----------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000037974 | Davis, John | 100 | 5,575.96 | 4,296.92 |
| 9000037975 | Derby, Michelle | 100 | 3,537.83 | 2,589.04 |
| 9000037976 | Dodge, Cynthia | 100 | 910.35 | 765.92 |
| 9000037977 | Ebert, Martine | 100 | 1,099.16 | 918.65 |
| 9000037978 | Ferenzi, Daniella | 100 | 1,452.86 | 1,146.96 |
| 9000037979 | Fitzgerald, Karen | 100 | 2,122.96 | 584.69 |
| 9000037980 | Foley, Allyson | 100 | 2,788.00 | 2,221.84 |
| 9000037981 | Gansberg, Michele | 100 | 1,046.31 | 659.55 |
| 9000037982 | Gomez, Vasilici | 100 | 3,226.15 | 2,525.12 |
| 9000037983 | Gucciardo, Anjanette | 100 | 3,960.88 | 3,147.62 |
| 9000037984 | Gumina, Scott | 100 | 5,114.53 | 3,396.86 |
| 9000037985 | Hall, Jacqueline | 100 | 1,097.95 | 666.84 |
| 9000037986 | Hamann, Kelly | 100 | 3,653.25 | 3,012.14 |
| 9000037987 | Hamilton, Mary Pat | 100 | 829.42 | 498.03 |
| 9000037988 | Hardy, Venessa | 100 | 4,591.53 | 2,879.67 |
| 9000037989 | Hawley, Ashley | 100 | 2,368.83 | 1,808.95 |
| 9000037990 | Hochstetter, Judith | 100 | 1,338.74 | 925.51 |
| 9000037991 | Holmes, Steven | 100 | 2,110.61 | 1,515.19 |
| 9000037992 | Honzel, Robin | 100 | 4,653.04 | 1,556.16 |
| 9000037993 | Howard, Jeffrey | 100 | 8,111.71 | 5,606.58 |
| 9000037994 | Irvine, Karin | 100 | 4,426.96 | 3,340.11 |
| 9000037995 | Jaegle, Christine A | 100 | 3,860.85 | 3,012.25 |
| 9000037996 | Jaegle, Ronald | 100 | 5,160.65 | 3,241.54 |
| 9000037997 | Jenkins, David A | 100 | 1,779.15 | 1,256.16 |
| 9000037998 | Jensen, Christine | 100 | 3,730.13 | 3,056.70 |
| 9000037999 | Kehoe, Debra | 100 | 4,653.04 | 3,307.52 |
| 9000038000 | Kern, Erin | 100 | 4,007.03 | 2,777.47 |
| 9000038001 | LaScala, Mark | 100 | 4,537.71 | 3,237.35 |
| 9000038002 | Lee, Yujeong | 100 | 834.23 | 667.72 |
| 9000038003 | Louis, Justin | 100 | 107.98 | 99.72 |
| 9000038004 | Maldre, Sarah | 100 | 3,976.27 | 2,629.18 |
| 9000038005 | Marcum, Thomas C | 100 | 4,914.21 | 3,963.95 |

Payroll Run Check Listing for Board

| Payroll | | 12/15/2022 | | | Lisle CUSD 202 |
|------------|-----------------------------|----------------|-----------|------------|----------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount | |
| 9000038006 | Martinez, Brian | 100 | 1,661.70 | 1,214.08 | |
| 9000038007 | Massino, Anthony | 100 | 2,892.11 | 2,218.85 | |
| 9000038008 | Matariyeh, Yousef | 100 | 4,953.02 | 3,532.33 | |
| 9000038009 | Meyer, Kendra | 100 | 4,422.33 | 3,261.88 | |
| 9000038010 | Milinki, Jennifer | 100 | 4,430.81 | 3,118.75 | |
| 9000038011 | Mulhaupt, Courtney | 100 | 5,268.33 | 4,001.99 | |
| 9000038012 | Musbach, Darlene | 100 | 4,306.96 | 2,579.58 | |
| 9000038013 | Ng, Joanna | 100 | 3,422.50 | 2,196.29 | |
| 9000038014 | Novak, Emily | 100 | 4,145.47 | 2,658.02 | |
| 9000038015 | Ogan, Elizabeth | 100 | 4,653.04 | 3,562.25 | |
| 9000038016 | O'Hara, James | 100 | 3,946.71 | 3,070.87 | |
| 9000038017 | Perez, Kevin E | 100 | 3,499.42 | 2,624.51 | |
| 9000038018 | Perretta, Mia | 100 | 4,376.21 | 3,246.94 | |
| 9000038019 | Polinski, Michael | 100 | 3,153.29 | 2,584.34 | |
| 9000038020 | Pomatto-Zimmerman, Jennifer | 100 | 4,901.92 | 3,942.15 | |
| 9000038021 | Provenzano, Lisa | 100 | 1,083.17 | 860.74 | |
| 9000038022 | Renguso, Amy | 100 | 3,499.39 | 2,493.72 | |
| 9000038023 | Ridges, Daniel | 100 | 888.83 | 554.52 | |
| 9000038024 | Sanko, April | 100 | 4,596.54 | 3,225.92 | |
| 9000038025 | Sanko, Daniel | 100 | 5,460.62 | 3,707.86 | |
| 9000038026 | Schmidt, Holly | 100 | 638.36 | 599.54 | |
| 9000038027 | Schwartz, Rebecca | 100 | 4,929.95 | 3,555.65 | |
| 9000038028 | Smith, Justin | 100 | 4,204.67 | 3,225.78 | |
| 9000038029 | Steben, James | 100 | 6,583.16 | 5,015.91 | |
| 9000038030 | Stelk, Scott | 100 | 2,249.77 | 1,235.65 | |
| 9000038031 | Stellmacher, James M | 100 | 4,714.60 | 3,561.56 | |
| 9000038032 | Strietelmeier, Katelyn | 100 | 2,722.63 | 2,102.72 | |
| 9000038033 | Thome, Nicholas | 100 | 2,892.85 | 1,682.72 | |
| 9000038034 | Todd, Adam | 100 | 1,646.91 | 1,165.30 | |
| 9000038035 | Weissinger, Derek C | 100 | 2,938.62 | 1,905.70 | |
| 9000038036 | Wolak, Brandon P | 100 | 1,782.35 | 1,277.71 | |
| 9000038037 | Woyna, Eric | 100 | 3,653.25 | 2,500.33 | |

Payroll Run Check Listing for Board

| Payroll | 12/15/2022 | Lisle CUSD 202 | | |
|------------|----------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038038 | Woyna, Patrick | 100 | 3,812.47 | 2,491.39 |
| 9000038039 | Alexander, Jarvis | 200 | 774.64 | 534.34 |
| 9000038040 | Blatchley, Monica | 200 | 4,433.86 | 681.56 |
| 9000038041 | Bossenga, Emmy | 200 | 4,268.50 | 2,592.52 |
| 9000038042 | Braun, Katherine | 200 | 3,245.58 | 2,290.22 |
| 9000038043 | Breeden, Anne | 200 | 1,239.58 | 1,148.78 |
| 9000038044 | Broadus, Gretchen | 200 | 3,576.33 | 2,905.69 |
| 9000038045 | Burke, Felicia | 200 | 3,645.54 | 2,841.90 |
| 9000038046 | Byrne, Sharon | 200 | 3,645.54 | 2,989.03 |
| 9000038047 | Cerny, Marie | 200 | 2,922.58 | 2,405.34 |
| 9000038048 | Cerveney, Karen | 200 | 3,499.42 | 2,491.50 |
| 9000038049 | Chiappetta, Rebecca | 200 | 2,296.97 | 1,932.58 |
| 9000038050 | Dale, Kelley | 200 | 659.89 | 602.19 |
| 9000038051 | De Nichols, Patricia | 200 | 4,499.25 | 2,558.07 |
| 9000038052 | Dooley, Tara | 200 | 1,267.48 | 837.09 |
| 9000038053 | Dybeck, David | 200 | 4,290.06 | 2,592.91 |
| 9000038054 | Erickson, Tor | 200 | 4,316.92 | 3,252.76 |
| 9000038055 | Fleischer, Daniel | 200 | 778.43 | 597.26 |
| 9000038056 | Grau, Jason | 200 | 3,537.83 | 2,668.03 |
| 9000038057 | Hazard, Jean | 200 | 956.92 | 626.70 |
| 9000038058 | Heap, Emily J | 200 | 2,884.13 | 2,272.75 |
| 9000038059 | Henning, Mary | 200 | 866.29 | 552.02 |
| 9000038060 | Joy, Emma P | 200 | 1,816.18 | 1,074.38 |
| 9000038061 | Kearney, David | 200 | 6,168.46 | 4,084.37 |
| 9000038062 | Keigher, Natalie | 200 | 4,140.99 | 2,940.41 |
| 9000038063 | Kim, Paul | 200 | 4,114.67 | 2,620.20 |
| 9000038064 | Klepper, Mary | 200 | 3,153.29 | 2,350.78 |
| 9000038065 | Lemke, Nanette | 200 | 912.78 | 609.38 |
| 9000038066 | Leon, Miyax | 200 | 1,582.83 | 1,296.90 |
| 9000038067 | Lima, Valerie | 200 | 1,020.69 | 666.45 |
| 9000038068 | Lumsden, Jason | 200 | 4,422.32 | 3,270.42 |
| 9000038069 | Malcolm, Lauren | 200 | 3,384.08 | 2,593.81 |

Payroll Run Check Listing for Board

| Payroll | 12/15/2022 | Lisle CUSD 202 | | |
|------------|-----------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038070 | Marriner, Carmen M | 200 | 1,107.17 | 685.22 |
| 9000038071 | McIntyre, Celeste | 200 | 4,037.79 | 2,936.76 |
| 9000038072 | McLear IV, Robert | 200 | 3,730.13 | 2,869.36 |
| 9000038073 | Meyer, Peter | 200 | 5,068.35 | 2,772.15 |
| 9000038074 | Meyer, Phillip | 200 | 2,999.48 | 2,248.59 |
| 9000038075 | Miller, Jaime | 200 | 3,145.64 | 2,296.78 |
| 9000038076 | Nelson, Kelli | 200 | 4,879.29 | 3,506.03 |
| 9000038077 | Norwood, Lindsay | 200 | 4,030.00 | 3,263.18 |
| 9000038078 | Oros, Natalie | 200 | 2,284.23 | 1,784.49 |
| 9000038079 | Park, Aimee | 200 | 4,771.65 | 3,363.31 |
| 9000038080 | Parra, Ashley | 200 | 2,999.50 | 2,215.51 |
| 9000038081 | Pilon, Erica | 200 | 4,590.90 | 3,297.68 |
| 9000038082 | Pivek, Elena | 200 | 3,345.61 | 2,502.22 |
| 9000038083 | Ptak, Jeff R | 200 | 2,127.48 | 1,442.55 |
| 9000038084 | Rankin, Chrysan | 200 | 2,614.96 | 2,029.60 |
| 9000038085 | Reband, Jennifer | 200 | 4,422.33 | 3,214.99 |
| 9000038086 | Rohlicek, Daniel | 200 | 1,895.73 | 1,259.82 |
| 9000038087 | Sauer, Mary | 200 | 3,460.96 | 2,659.26 |
| 9000038088 | Schindler, Dorene | 200 | 1,062.66 | 772.20 |
| 9000038089 | Schmidt, Michael | 200 | 5,460.60 | 3,782.54 |
| 9000038090 | Schraub, Daniel | 200 | 4,122.40 | 2,944.77 |
| 9000038091 | Seastrom, Tamela | 200 | 1,861.61 | 1,044.55 |
| 9000038092 | Sergeant, Andrew H | 200 | 1,761.03 | 1,272.65 |
| 9000038093 | Slowiak, Vincent | 200 | 3,730.13 | 2,431.18 |
| 9000038094 | Smid, Jason | 200 | 3,607.09 | 2,598.07 |
| 9000038095 | Stevens, Patricia | 200 | 4,768.41 | 3,383.88 |
| 9000038096 | Twaddle, Debra | 200 | 944.73 | 550.23 |
| 9000038097 | Weissinger, Zachary T | 200 | 1,741.67 | 1,103.81 |
| 9000038098 | Wiertel, Jason | 200 | 4,753.03 | 3,561.11 |
| 9000038099 | Altic, Megan | 300 | 3,640.79 | 2,459.13 |
| 9000038100 | Barnett, Sophie | 300 | 1,922.75 | 1,498.79 |
| 9000038101 | Beck, Andrew J | 300 | 819.39 | 661.82 |

Payroll Run Check Listing for Board

| Payroll | 12/15/2022 | Lisle CUSD 202 | | |
|------------|----------------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038102 | Bell, Courtney | 300 | 947.25 | 596.05 |
| 9000038103 | Bonini, Susan | 300 | 1,032.33 | 550.21 |
| 9000038104 | Brauer, Hailee | 300 | 2,090.04 | 1,628.92 |
| 9000038105 | Briggs, Patricia L | 300 | 2,156.33 | 1,266.49 |
| 9000038106 | Campian, James, JR | 300 | 2,999.50 | 2,059.23 |
| 9000038107 | Carlson, Susan M | 300 | 1,011.00 | 797.99 |
| 9000038108 | Chasensky, Lauren | 300 | 3,494.97 | 2,485.23 |
| 9000038109 | Chavez, Daniel | 300 | 1,477.65 | 920.88 |
| 9000038110 | Clavelli, Lauren | 300 | 3,345.58 | 2,777.60 |
| 9000038111 | Collins, Acacia | 300 | 844.18 | 680.04 |
| 9000038112 | Cyrus, Richard | 300 | 4,268.50 | 2,738.48 |
| 9000038113 | Cyrus, Tonia | 300 | 3,376.35 | 2,257.39 |
| 9000038114 | Dahleen, Shayla | 300 | 3,222.55 | 2,311.10 |
| 9000038115 | Davis, Brianne | 300 | 4,330.07 | 3,260.59 |
| 9000038116 | Davis, Courtney | 300 | 2,034.25 | 1,424.33 |
| 9000038117 | Dawson, Rachel | 300 | 3,614.79 | 2,480.13 |
| 9000038118 | De Leo, Michaela | 300 | 2,090.04 | 1,648.00 |
| 9000038119 | Dineen-Hendricks, Kathleen | 300 | 914.68 | 601.26 |
| 9000038120 | DuBois, Heidi | 300 | 3,191.79 | 2,348.63 |
| 9000038121 | Edman, Kelly A | 300 | 958.09 | 558.86 |
| 9000038122 | Emde, John C, II | 300 | 2,417.61 | 750.87 |
| 9000038123 | Espinosa, Grace | 300 | 3,153.29 | 2,568.58 |
| 9000038124 | Flores, Paola | 300 | 379.47 | 341.66 |
| 9000038125 | Gibson, Kayla | 300 | 3,114.88 | 2,148.53 |
| 9000038126 | Gilbert, Jennifer | 300 | 2,884.13 | 2,233.19 |
| 9000038127 | Gomez, Benigno | 300 | 1,805.44 | 1,240.82 |
| 9000038128 | Graff, Patrick | 300 | 3,125.00 | 2,480.99 |
| 9000038129 | Grimm, Rhonda | 300 | 990.20 | 740.08 |
| 9000038130 | Han, Jieun | 300 | 2,922.58 | 2,265.91 |
| 9000038131 | Hausler, Linda | 300 | 3,499.42 | 2,401.52 |
| 9000038132 | Heneghan, Dipti | 300 | 982.80 | 758.63 |
| 9000038133 | Herrmann, Mary Jo | 300 | 865.42 | 550.02 |

Payroll Run Check Listing for Board

| Payroll | 12/15/2022 | Lisle CUSD 202 | | |
|------------|---------------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038134 | Hicks, Dena | 300 | 4,491.54 | 3,057.89 |
| 9000038135 | Hill, Anna | 300 | 2,409.21 | 1,665.90 |
| 9000038136 | James, Lauren | 300 | 2,845.67 | 2,120.19 |
| 9000038137 | Jezyk, Anna | 300 | 1,347.75 | 817.79 |
| 9000038138 | Johnson, Diane | 300 | 4,653.04 | 2,105.36 |
| 9000038139 | Jung, Diane | 300 | 975.72 | 501.59 |
| 9000038140 | Karas, Monica | 300 | 1,293.90 | 944.56 |
| 9000038141 | Kennedy, Nicole | 300 | 2,961.04 | 2,175.81 |
| 9000038142 | Kerback, Patricia M | 300 | 1,007.84 | 831.29 |
| 9000038143 | Kimmerly, Suzanne | 300 | 3,514.79 | 2,564.13 |
| 9000038144 | Klepadlo, Scott E | 300 | 3,614.77 | 2,406.67 |
| 9000038145 | Klimes, Christy | 300 | 4,422.33 | 3,094.26 |
| 9000038146 | Kolacz, Jolanta | 300 | 1,037.30 | 551.61 |
| 9000038147 | Konior, Mandy | 300 | 802.37 | 444.56 |
| 9000038148 | Konstantin, Elena | 300 | 2,999.50 | 2,308.06 |
| 9000038149 | Krestan, Kimberly S | 300 | 810.95 | 622.64 |
| 9000038150 | Lapham, Kathleen | 300 | 4,068.55 | 3,196.80 |
| 9000038151 | Larson, Richard W | 300 | 1,986.07 | 1,463.08 |
| 9000038152 | Lauten, Theresa | 300 | 4,299.26 | 2,510.97 |
| 9000038153 | Leonard, Arlene | 300 | 4,653.06 | 3,593.42 |
| 9000038154 | Livolsi-Hudgens, Carmella | 300 | 812.64 | 457.05 |
| 9000038155 | Lyell, Kelly | 300 | 3,691.67 | 2,663.91 |
| 9000038156 | MacNeille, Margaret A | 300 | 1,978.54 | 1,611.21 |
| 9000038157 | Marino, Jillian | 300 | 4,183.89 | 2,950.51 |
| 9000038158 | Martin, Stacey | 300 | 3,153.29 | 2,222.05 |
| 9000038159 | Martinez-Alvear, Aldo | 300 | 1,878.83 | 1,330.57 |
| 9000038160 | Masa, Janelle | 300 | 921.67 | 537.26 |
| 9000038161 | Matteucci, Christina | 300 | 1,414.58 | 1,156.11 |
| 9000038162 | McCormick, Meredith | 300 | 4,296.17 | 3,381.21 |
| 9000038163 | Murphy, Trisha | 300 | 3,999.32 | 2,960.48 |
| 9000038164 | Nelson, Christa | 300 | 761.87 | 633.28 |
| 9000038165 | Nelson, Nicole | 300 | 4,653.04 | 3,680.36 |

Payroll Run Check Listing for Board

| Payroll | 12/15/2022 | Lisle CUSD 202 | | |
|------------|---------------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038166 | Neustadt, Leslie | 300 | 4,222.39 | 3,067.86 |
| 9000038167 | Noreen, Diane C | 300 | 1,097.96 | 224.37 |
| 9000038168 | O'Connor-Young, Sheri | 300 | 781.93 | 603.44 |
| 9000038169 | Ortiz, Carmen | 300 | 1,837.93 | 1,245.39 |
| 9000038170 | O'Shea, Amy | 300 | 3,760.89 | 2,484.15 |
| 9000038171 | Parker, Elizabeth | 300 | 4,268.50 | 3,071.39 |
| 9000038172 | Pavilionis, Vincent | 300 | 3,076.42 | 2,233.33 |
| 9000038173 | Polmanteer, Colette | 300 | 3,453.30 | 2,150.89 |
| 9000038174 | Poremba, Katherine | 300 | 3,845.50 | 2,571.33 |
| 9000038175 | Potempa, Tracey | 300 | 3,537.83 | 2,698.40 |
| 9000038176 | Pridmore, Elizabeth | 300 | 3,422.50 | 2,032.76 |
| 9000038177 | Puetz, Lauren | 300 | 3,137.94 | 2,068.81 |
| 9000038178 | Pupillo, Lauren | 300 | 3,537.83 | 2,507.30 |
| 9000038179 | Remigio, Maria | 300 | 4,464.00 | 3,134.41 |
| 9000038180 | Reyes, Cathy M | 300 | 1,216.62 | 827.44 |
| 9000038181 | Rogalny, Danuta | 300 | 845.33 | 644.65 |
| 9000038182 | Rogers, Megan | 300 | 2,999.50 | 2,504.24 |
| 9000038183 | Rydel-Boesso, Eileen M | 300 | 3,307.13 | 1,891.97 |
| 9000038184 | Rzemieniecki, Christopher | 300 | 4,030.00 | 3,609.01 |
| 9000038185 | Schlessinger, Lukas | 300 | 3,114.88 | 2,108.11 |
| 9000038186 | Schreiber Specca, Jill | 300 | 5,850.00 | 4,283.19 |
| 9000038187 | Schwarz, Jeanene | 300 | 1,302.28 | 477.15 |
| 9000038188 | Shehee, Wendy | 300 | 1,031.77 | 617.08 |
| 9000038189 | Skonieczny, Sandra | 300 | 744.75 | 347.07 |
| 9000038190 | Slade, Stephanie | 300 | 2,845.67 | 2,103.69 |
| 9000038191 | Smith, Elisa | 300 | 4,191.63 | 2,977.65 |
| 9000038192 | Soukup, Stephanie | 300 | 2,353.46 | 1,548.51 |
| 9000038193 | Staley, Shannon | 300 | 3,576.33 | 2,642.56 |
| 9000038194 | Stefani, Colleen | 300 | 4,537.71 | 3,207.33 |
| 9000038195 | Svejda, Michele | 300 | 990.68 | 490.24 |
| 9000038196 | Toby, Maureen | 300 | 3,345.58 | 2,507.99 |
| 9000038197 | Tuzzolino, Victoria | 300 | 3,268.67 | 2,415.01 |

Payroll Run Check Listing for Board

| Payroll | 12/15/2022 | Lisle CUSD 202 | | |
|------------|----------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038198 | Weeks, Stacey | 300 | 2,384.21 | 1,936.61 |
| 9000038199 | Weissinger, Karla | 300 | 920.72 | 569.92 |
| 9000038200 | White, Margaret R | 300 | 2,922.58 | 2,359.25 |
| 9000038201 | Witt, Elizabeth | 300 | 1,239.58 | 1,098.60 |
| 9000038202 | Wojcik, Jane | 300 | 1,121.36 | 1,026.85 |
| 9000038203 | Yaniz, Catherine | 300 | 3,522.52 | 2,618.41 |
| 9000038204 | Zitt, Jean | 300 | 4,191.63 | 3,058.32 |
| 9000038205 | Begley, Elizabeth | 700 | 274.68 | 240.07 |
| 9000038206 | Craven, Alicia F | 700 | 1,817.10 | 1,627.01 |
| 9000038207 | Ahlberg, Sophia | 800 | 576.83 | 534.50 |
| 9000038208 | Balaban, Nicholas | 800 | 1,269.02 | 1,109.12 |
| 9000038209 | Benson, Mary Diane | 800 | 379.47 | 311.84 |
| 9000038210 | Crenshaw, Samuel, JR | 800 | 807.56 | 705.81 |
| 9000038211 | Dent, Nathan | 800 | 2,505.60 | 1,714.38 |
| 9000038212 | Ducharme, Janet | 800 | 543.55 | 435.06 |
| 9000038213 | Galvez, Claudia | 800 | 287.50 | 265.50 |
| 9000038214 | Gwilliam, Matthew | 800 | 346.10 | 302.49 |
| 9000038215 | Holub, Nicole | 800 | 461.50 | 403.36 |
| 9000038216 | Lantz, Janet L | 800 | 379.47 | 336.66 |
| 9000038217 | LaVallie, Olivia | 800 | 125.00 | 105.24 |
| 9000038218 | Lopez, Angel R | 800 | 325.26 | 284.27 |
| 9000038219 | Maduzia, Vanessa | 800 | 162.63 | 142.14 |
| 9000038220 | Malinowski, Nicole | 800 | 379.47 | 350.44 |
| 9000038221 | McCarthy, Barbara | 800 | 120.00 | 101.03 |
| 9000038222 | NadoIny, Jack | 800 | 346.10 | 302.49 |
| 9000038223 | Putnam, Shannon | 800 | 379.47 | 348.72 |
| 9000038224 | Reese, Mary | 800 | 700.00 | 589.33 |
| 9000038225 | Reif, James | 800 | 60.00 | 52.44 |
| 9000038226 | Rolando, Ross | 800 | 634.51 | 569.57 |
| 9000038227 | Sanders, J'son | 800 | 807.56 | 705.81 |
| 9000038228 | Smith, Stacy | 800 | 379.47 | 331.66 |
| 9000038229 | Stratton, Carolyn | 800 | 130.00 | 114.44 |

Payroll Run Check Listing for Board

| Payroll | 12/15/2022 | Lisle CUSD 202 | | |
|------------|-------------------|----------------|-------------------|-------------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038230 | Trinidad, Jose E | 800 | 576.83 | 504.16 |
| 9000038231 | Visser, Marianne | 800 | 379.47 | 336.66 |
| 9000038232 | Wagge, Kimberlee | 800 | 325.26 | 290.46 |
| 9000038233 | Weber, Andrew | 800 | 1,038.29 | 907.46 |
| 9000038234 | Wong, Kevin David | 800 | 165.00 | 144.21 |
| | | | 806,623.51 | 564,846.20 |

Payroll Run Check Listing for Board

| Payroll 12/30/2022 | | Lisle CUSD 202 | | |
|--------------------|-------------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038266 | Buchholz, Marilyn | 000 | 2,361.80 | 1,334.63 |
| 9000038267 | Dent, Nathan | 800 | 2,505.60 | 1,714.38 |
| 9000038268 | Engler, Jennifer R | 000 | 4,590.12 | 2,982.04 |
| 9000038269 | Filipiak, Keith | 000 | 9,139.88 | 5,418.43 |
| 9000038270 | Hinton, Jeffery | 000 | 2,935.38 | 1,630.05 |
| 9000038271 | Kempher-Kotalik, Linda | 000 | 7,908.79 | 3,879.58 |
| 9000038272 | Law, Jennifer S | 000 | 6,832.79 | 4,599.76 |
| 9000038273 | McCormick, Jennifer | 000 | 2,304.83 | 679.49 |
| 9000038274 | Metoyer, Marielle | 000 | 2,154.12 | 1,549.74 |
| 9000038275 | Navarro, Lawrence M | 000 | 1,991.03 | 1,353.54 |
| 9000038276 | Posego, John C | 000 | 5,958.63 | 3,623.67 |
| 9000038277 | Quinlan, Kevin | 000 | 65.00 | 56.81 |
| 9000038278 | Rich, Mary Beth | 000 | 3,413.81 | 2,390.67 |
| 9000038279 | Schalk, Trent J | 000 | 2,698.69 | 1,384.08 |
| 9000038280 | Tsamis, Anna | 000 | 3,008.46 | 940.35 |
| 9000038281 | Van Volkenburg, Nancy L | 000 | 3,155.49 | 2,027.89 |
| 9000038282 | Wilkinson, David | 000 | 6,484.21 | 4,251.36 |
| 9000038283 | Anderson, Erik D | 100 | 3,653.25 | 2,955.03 |
| 9000038284 | Anderson, Herbert | 100 | 4,538.84 | 3,322.84 |
| 9000038285 | Bamboate, Darius | 100 | 3,730.13 | 2,748.59 |
| 9000038286 | Bates, Kassi | 100 | 231.63 | 213.91 |
| 9000038287 | Biezynski, Jenna A | 100 | 851.03 | 550.82 |
| 9000038288 | Blankenship, Brian | 100 | 1,615.13 | 1,132.93 |
| 9000038289 | Bosco, Kylie | 100 | 1,166.67 | 968.82 |
| 9000038290 | Brady, Jennifer L | 100 | 3,422.50 | 2,632.56 |
| 9000038291 | Burdett, Paul | 100 | 1,802.85 | 1,051.37 |
| 9000038292 | Bylsma, Nathan | 100 | 4,345.46 | 3,130.21 |
| 9000038293 | Bylsma, Svea | 100 | 4,776.13 | 3,280.90 |
| 9000038294 | Chandhok, Mona A | 100 | 2,999.50 | 2,416.89 |
| 9000038295 | Clarke, Jeannette | 100 | 3,537.83 | 2,663.81 |
| 9000038296 | Costello, Sheri | 100 | 4,901.08 | 3,680.12 |
| 9000038297 | Cracco, Catherine | 100 | 2,248.01 | 1,646.96 |

Payroll Run Check Listing for Board

| Payroll | 12/30/2022 | | | Lisle CUSD 202 |
|------------|----------------------|----------------|-----------|----------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038298 | Czyl, Maureen | 100 | 1,074.63 | 687.32 |
| 9000038299 | Davis, John | 100 | 5,575.96 | 4,296.92 |
| 9000038300 | Derby, Michelle | 100 | 3,537.83 | 2,589.04 |
| 9000038301 | Dodge, Cynthia | 100 | 910.35 | 765.92 |
| 9000038302 | Ebert, Martine | 100 | 1,099.16 | 918.65 |
| 9000038303 | Ferenzi, Daniella | 100 | 1,452.86 | 1,146.96 |
| 9000038304 | Fitzgerald, Karen | 100 | 2,059.96 | 538.90 |
| 9000038305 | Foley, Allyson | 100 | 2,866.00 | 2,277.12 |
| 9000038306 | Gansberg, Michele | 100 | 1,046.31 | 659.55 |
| 9000038307 | Gomez, Vasilici | 100 | 3,226.15 | 2,525.12 |
| 9000038308 | Gucciardo, Anjanette | 100 | 4,080.88 | 3,244.55 |
| 9000038309 | Gumina, Scott | 100 | 5,114.53 | 3,396.86 |
| 9000038310 | Hall, Jacqueline | 100 | 1,167.95 | 722.23 |
| 9000038311 | Hamann, Kelly | 100 | 3,653.25 | 3,012.14 |
| 9000038312 | Hamilton, Mary Pat | 100 | 829.42 | 498.03 |
| 9000038313 | Hardy, Venessa | 100 | 4,981.53 | 3,150.76 |
| 9000038314 | Hawley, Ashley | 100 | 2,446.83 | 1,871.96 |
| 9000038315 | Hochstetter, Judith | 100 | 1,446.74 | 1,002.90 |
| 9000038316 | Holmes, Steven | 100 | 2,032.06 | 1,458.91 |
| 9000038317 | Honzel, Robin | 100 | 4,653.04 | 1,556.16 |
| 9000038318 | Howard, Jeffrey | 100 | 8,111.71 | 5,606.58 |
| 9000038319 | Irvine, Karin | 100 | 4,306.96 | 3,255.05 |
| 9000038320 | Jaegle, Christine A | 100 | 3,860.85 | 3,012.25 |
| 9000038321 | Jaegle, Ronald | 100 | 5,205.65 | 3,273.33 |
| 9000038322 | Jenkins, David A | 100 | 1,779.15 | 1,256.16 |
| 9000038323 | Jensen, Christine | 100 | 3,730.13 | 3,056.70 |
| 9000038324 | Kehoe, Debra | 100 | 4,718.04 | 3,348.73 |
| 9000038325 | Kern, Erin | 100 | 4,007.03 | 2,777.47 |
| 9000038326 | LaScala, Mark | 100 | 4,867.71 | 3,486.18 |
| 9000038327 | Lee, Yujeong | 100 | 866.01 | 691.10 |
| 9000038328 | Louis, Justin | 100 | 107.98 | 99.72 |
| 9000038329 | Maldre, Sarah | 100 | 3,976.27 | 2,629.01 |

Payroll Run Check Listing for Board

| Payroll | 12/30/2022 | Lisle CUSD 202 | | |
|------------|-----------------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038330 | Marcum, Thomas C | 100 | 4,914.21 | 3,963.95 |
| 9000038331 | Martinez, Brian | 100 | 1,661.70 | 1,214.08 |
| 9000038332 | Massino, Anthony | 100 | 2,970.11 | 2,274.08 |
| 9000038333 | Matariyeh, Yousef | 100 | 4,953.02 | 3,532.33 |
| 9000038334 | Meyer, Kendra | 100 | 4,422.33 | 3,261.88 |
| 9000038335 | Milinki, Jennifer | 100 | 4,520.81 | 3,188.69 |
| 9000038336 | Mulhaupt, Courtney | 100 | 5,268.33 | 4,001.99 |
| 9000038337 | Musbach, Darlene | 100 | 4,306.96 | 2,579.58 |
| 9000038338 | Ng, Joanna | 100 | 3,522.50 | 2,274.78 |
| 9000038339 | Novak, Emily | 100 | 4,145.47 | 2,658.02 |
| 9000038340 | Ogan, Elizabeth | 100 | 4,653.04 | 3,562.25 |
| 9000038341 | O'Hara, James | 100 | 3,946.71 | 3,070.87 |
| 9000038342 | Perez, Kevin E | 100 | 3,499.42 | 2,624.51 |
| 9000038343 | Perretta, Mia | 100 | 4,376.21 | 3,246.90 |
| 9000038344 | Polinski, Michael | 100 | 3,153.29 | 2,584.34 |
| 9000038345 | Pomatto-Zimmerman, Jennifer | 100 | 4,901.92 | 3,942.15 |
| 9000038346 | Provenzano, Lisa | 100 | 1,083.17 | 860.74 |
| 9000038347 | Renguso, Amy | 100 | 3,499.39 | 2,493.72 |
| 9000038348 | Ridges, Daniel | 100 | 888.83 | 554.52 |
| 9000038349 | Sanko, April | 100 | 4,689.54 | 3,288.12 |
| 9000038350 | Sanko, Daniel | 100 | 5,460.62 | 3,707.86 |
| 9000038351 | Schmidt, Holly | 100 | 638.36 | 599.54 |
| 9000038352 | Schwartz, Rebecca | 100 | 4,929.95 | 3,555.65 |
| 9000038353 | Smith, Justin | 100 | 4,227.17 | 3,241.71 |
| 9000038354 | Steben, James | 100 | 6,365.66 | 4,879.40 |
| 9000038355 | Stelk, Scott | 100 | 2,500.43 | 1,390.08 |
| 9000038356 | Stellmacher, James M | 100 | 4,714.60 | 3,561.56 |
| 9000038357 | Strietelmeier, Katelyn | 100 | 2,790.13 | 2,157.25 |
| 9000038358 | Thome, Nicholas | 100 | 2,665.31 | 1,555.05 |
| 9000038359 | Todd, Adam | 100 | 1,646.91 | 1,165.30 |
| 9000038360 | Weissinger, Derek C | 100 | 2,562.75 | 1,672.25 |
| 9000038361 | Wolak, Brandon P | 100 | 1,782.35 | 1,277.71 |

Payroll Run Check Listing for Board

Payroll 12/30/2022

Lisle CUSD 202

| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
|------------|----------------------|----------------|-----------|------------|
| 9000038362 | Woyna, Eric | 100 | 3,653.25 | 2,500.33 |
| 9000038363 | Woyna, Patrick | 100 | 3,902.47 | 2,555.15 |
| 9000038364 | Alexander, Jarvis | 200 | 774.64 | 534.34 |
| 9000038365 | Blatchley, Monica | 200 | 4,433.86 | 681.56 |
| 9000038366 | Bossenga, Emmy | 200 | 5,288.50 | 3,304.84 |
| 9000038367 | Braun, Katherine | 200 | 3,245.58 | 2,290.22 |
| 9000038368 | Breeden, Anne | 200 | 1,239.58 | 1,148.78 |
| 9000038369 | Broadus, Gretchen | 200 | 3,576.33 | 2,905.69 |
| 9000038370 | Burke, Felicia | 200 | 3,882.17 | 3,014.56 |
| 9000038371 | Byrne, Sharon | 200 | 3,645.54 | 2,989.03 |
| 9000038372 | Cerny, Marie | 200 | 2,922.58 | 2,405.34 |
| 9000038373 | Cervený, Karen | 200 | 3,499.42 | 2,491.50 |
| 9000038374 | Chiappetta, Rebecca | 200 | 2,296.97 | 1,932.58 |
| 9000038375 | Dale, Kelley | 200 | 659.89 | 602.19 |
| 9000038376 | De Nichols, Patricia | 200 | 4,499.25 | 2,558.07 |
| 9000038377 | Dooley, Tara | 200 | 1,267.48 | 837.09 |
| 9000038378 | Dybeck, David | 200 | 4,230.06 | 2,550.43 |
| 9000038379 | Erickson, Tor | 200 | 4,316.92 | 3,252.76 |
| 9000038380 | Fleischer, Daniel | 200 | 778.43 | 597.26 |
| 9000038381 | Grau, Jason | 200 | 3,537.83 | 2,668.03 |
| 9000038382 | Hazard, Jean | 200 | 956.92 | 626.70 |
| 9000038383 | Heap, Emily J | 200 | 2,884.13 | 2,272.75 |
| 9000038384 | Henning, Mary | 200 | 866.29 | 552.02 |
| 9000038385 | Joy, Emma P | 200 | 1,816.18 | 1,074.38 |
| 9000038386 | Kearney, David | 200 | 6,168.46 | 4,084.37 |
| 9000038387 | Keigher, Natalie | 200 | 4,140.99 | 2,940.41 |
| 9000038388 | Kim, Paul | 200 | 4,114.67 | 2,620.20 |
| 9000038389 | Klepper, Mary | 200 | 3,153.29 | 2,350.78 |
| 9000038390 | Lemke, Nanette | 200 | 912.78 | 609.38 |
| 9000038391 | Leon, Miyax | 200 | 1,582.83 | 1,296.90 |
| 9000038392 | Lima, Valerie | 200 | 1,134.69 | 748.15 |
| 9000038393 | Lumsden, Jason | 200 | 4,422.32 | 3,270.42 |

Payroll Run Check Listing for Board

| Payroll | 12/30/2022 | Lisle CUSD 202 | | |
|------------|-----------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038394 | Malcolm, Lauren | 200 | 3,384.08 | 2,593.81 |
| 9000038395 | Marriner, Carmen M | 200 | 1,107.17 | 685.22 |
| 9000038396 | McIntyre, Celeste | 200 | 4,037.79 | 2,936.76 |
| 9000038397 | McLear IV, Robert | 200 | 3,730.13 | 2,869.36 |
| 9000038398 | Meyer, Peter | 200 | 5,068.35 | 2,772.15 |
| 9000038399 | Meyer, Phillip | 200 | 3,099.48 | 2,329.69 |
| 9000038400 | Miller, Jaime | 200 | 3,145.64 | 2,296.78 |
| 9000038401 | Nelson, Kelli | 200 | 4,879.29 | 3,505.92 |
| 9000038402 | Norwood, Lindsay | 200 | 4,030.00 | 3,263.18 |
| 9000038403 | Oros, Natalie | 200 | 2,842.48 | 2,180.16 |
| 9000038404 | Park, Aimee | 200 | 4,771.65 | 3,363.31 |
| 9000038405 | Parra, Ashley | 200 | 2,999.50 | 2,215.51 |
| 9000038406 | Pilon, Erica | 200 | 4,590.90 | 3,297.68 |
| 9000038407 | Pivek, Elena | 200 | 3,445.61 | 2,582.95 |
| 9000038408 | Ptak, Jeff R | 200 | 2,330.78 | 1,588.23 |
| 9000038409 | Rankin, Chrysan | 200 | 2,614.96 | 2,029.60 |
| 9000038410 | Reband, Jennifer | 200 | 4,422.33 | 3,214.99 |
| 9000038411 | Rohlicek, Daniel | 200 | 1,939.31 | 1,291.06 |
| 9000038412 | Sauer, Mary | 200 | 3,460.96 | 2,659.26 |
| 9000038413 | Schindler, Dorene | 200 | 1,254.82 | 909.90 |
| 9000038414 | Schmidt, Michael | 200 | 5,460.60 | 3,782.54 |
| 9000038415 | Schraub, Daniel | 200 | 4,122.40 | 2,944.77 |
| 9000038416 | Seastrom, Tamela | 200 | 1,904.49 | 1,075.91 |
| 9000038417 | Sergeant, Andrew H | 200 | 1,761.03 | 1,272.65 |
| 9000038418 | Slowiak, Vincent | 200 | 3,730.13 | 2,431.18 |
| 9000038419 | Smid, Jason | 200 | 3,607.09 | 2,598.07 |
| 9000038420 | Stevens, Patricia | 200 | 4,768.41 | 3,383.88 |
| 9000038421 | Twaddle, Debra | 200 | 944.73 | 550.19 |
| 9000038422 | Weissinger, Zachary T | 200 | 1,955.73 | 1,257.21 |
| 9000038423 | Wiertel, Jason | 200 | 4,753.03 | 3,561.11 |
| 9000038424 | Altic, Megan | 300 | 3,614.79 | 2,438.13 |
| 9000038425 | Barnett, Sophie | 300 | 1,978.75 | 1,544.48 |

Payroll Run Check Listing for Board

| Payroll | 12/30/2022 | | | Lisle CUSD 202 |
|------------|----------------------------|----------------|-----------|----------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038426 | Beck, Andrew J | 300 | 810.08 | 654.97 |
| 9000038427 | Bell, Courtney | 300 | 985.91 | 623.74 |
| 9000038428 | Bonini, Susan | 300 | 1,077.85 | 582.83 |
| 9000038429 | Brauer, Hailee | 300 | 2,090.04 | 1,628.92 |
| 9000038430 | Briggs, Patricia L | 300 | 2,156.33 | 1,266.49 |
| 9000038431 | Campian, James, JR | 300 | 2,999.50 | 2,059.23 |
| 9000038432 | Carlson, Susan M | 300 | 1,132.32 | 887.25 |
| 9000038433 | Chasensky, Lauren | 300 | 3,494.97 | 2,485.23 |
| 9000038434 | Chavez, Daniel | 300 | 1,477.65 | 920.88 |
| 9000038435 | Clavelli, Lauren | 300 | 3,345.58 | 2,777.60 |
| 9000038436 | Collins, Acacia | 300 | 844.18 | 680.04 |
| 9000038437 | Cyrus, Richard | 300 | 4,268.50 | 2,738.48 |
| 9000038438 | Cyrus, Tonia | 300 | 3,376.35 | 2,257.33 |
| 9000038439 | Dahleen, Shayla | 300 | 3,222.55 | 2,311.10 |
| 9000038440 | Davis, Brianne | 300 | 4,330.07 | 3,260.59 |
| 9000038441 | Davis, Courtney | 300 | 2,034.25 | 1,424.33 |
| 9000038442 | Dawson, Rachel | 300 | 3,614.79 | 2,480.13 |
| 9000038443 | De Leo, Michaela | 300 | 2,090.04 | 1,648.00 |
| 9000038444 | Dineen-Hendricks, Kathleen | 300 | 875.67 | 541.58 |
| 9000038445 | DuBois, Heidi | 300 | 3,191.79 | 2,348.50 |
| 9000038446 | Edman, Kelly A | 300 | 1,386.85 | 867.17 |
| 9000038447 | Emde, John C, II | 300 | 2,702.41 | 954.97 |
| 9000038448 | Espinosa, Grace | 300 | 3,153.29 | 2,568.58 |
| 9000038449 | Flores, Paola | 300 | 596.31 | 525.51 |
| 9000038450 | Gibson, Kayla | 300 | 3,114.88 | 2,148.53 |
| 9000038451 | Gilbert, Jennifer | 300 | 2,884.13 | 2,233.19 |
| 9000038452 | Gomez, Benigno | 300 | 1,726.08 | 1,183.94 |
| 9000038453 | Graff, Patrick | 300 | 3,125.00 | 2,480.99 |
| 9000038454 | Grimm, Rhonda | 300 | 1,035.69 | 773.55 |
| 9000038455 | Han, Jieun | 300 | 2,922.58 | 2,265.91 |
| 9000038456 | Hausler, Linda | 300 | 3,499.42 | 2,401.52 |
| 9000038457 | Heneghan, Dipti | 300 | 1,338.18 | 1,035.32 |

Payroll Run Check Listing for Board

| Payroll | 12/30/2022 | Lisle CUSD 202 | | |
|------------|---------------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038458 | Herrmann, Mary Jo | 300 | 919.42 | 594.91 |
| 9000038459 | Hicks, Dena | 300 | 4,491.54 | 3,057.89 |
| 9000038460 | Hill, Anna | 300 | 2,409.21 | 1,665.90 |
| 9000038461 | James, Lauren | 300 | 2,845.67 | 2,120.19 |
| 9000038462 | Jezyk, Anna | 300 | 1,347.75 | 817.79 |
| 9000038463 | Johnson, Diane | 300 | 4,653.04 | 2,105.36 |
| 9000038464 | Jung, Diane | 300 | 1,020.54 | 530.88 |
| 9000038465 | Karas, Monica | 300 | 1,072.90 | 763.95 |
| 9000038466 | Kennedy, Nicole | 300 | 2,961.04 | 2,175.81 |
| 9000038467 | Kerback, Patricia M | 300 | 1,007.84 | 831.29 |
| 9000038468 | Kimmerly, Suzanne | 300 | 3,514.79 | 2,564.13 |
| 9000038469 | Klepadlo, Scott E | 300 | 3,614.77 | 2,406.67 |
| 9000038470 | Klimes, Christy | 300 | 4,422.33 | 3,094.26 |
| 9000038471 | Kolacz, Jolanta | 300 | 1,148.96 | 622.60 |
| 9000038472 | Konior, Mandy | 300 | 821.85 | 458.89 |
| 9000038473 | Konstantin, Elena | 300 | 2,999.50 | 2,308.06 |
| 9000038474 | Krestan, Kimberly S | 300 | 856.46 | 656.12 |
| 9000038475 | Lapham, Kathleen | 300 | 4,068.55 | 3,196.80 |
| 9000038476 | Larson, Richard W | 300 | 2,049.73 | 1,508.69 |
| 9000038477 | Lauten, Theresa | 300 | 4,299.26 | 2,510.92 |
| 9000038478 | Leonard, Arlene | 300 | 4,653.06 | 3,593.42 |
| 9000038479 | Livolsi-Hudgens, Carmella | 300 | 846.50 | 481.96 |
| 9000038480 | Lyell, Kelly | 300 | 3,691.67 | 2,663.91 |
| 9000038481 | MacNeille, Margaret A | 300 | 1,978.54 | 1,611.21 |
| 9000038482 | Marino, Jillian | 300 | 4,183.89 | 2,950.51 |
| 9000038483 | Martin, Stacey | 300 | 3,153.29 | 2,222.05 |
| 9000038484 | Martinez-Alvear, Aldo | 300 | 1,792.11 | 1,268.43 |
| 9000038485 | Masa, Janelle | 300 | 764.17 | 418.30 |
| 9000038486 | Matteucci, Christina | 300 | 1,239.58 | 1,027.70 |
| 9000038487 | McCormick, Meredith | 300 | 4,296.17 | 3,381.21 |
| 9000038488 | Murphy, Trisha | 300 | 3,999.32 | 2,960.48 |
| 9000038489 | Nelson, Christa | 300 | 851.03 | 707.40 |

Payroll Run Check Listing for Board

| Payroll | 12/30/2022 | Lisle CUSD 202 | | |
|------------|---------------------------|----------------|-----------|------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038490 | Nelson, Nicole | 300 | 4,653.04 | 3,680.36 |
| 9000038491 | Neustadt, Leslie | 300 | 4,222.39 | 3,067.86 |
| 9000038492 | Noreen, Diane C | 300 | 1,097.96 | 224.37 |
| 9000038493 | O'Connor-Young, Sheri | 300 | 829.18 | 638.20 |
| 9000038494 | Ortiz, Carmen | 300 | 1,837.93 | 1,245.39 |
| 9000038495 | O'Shea, Amy | 300 | 3,760.89 | 2,484.15 |
| 9000038496 | Parker, Elizabeth | 300 | 4,268.50 | 3,071.39 |
| 9000038497 | Pavilionis, Vincent | 300 | 3,076.42 | 2,233.33 |
| 9000038498 | Polmanteer, Colette | 300 | 3,453.30 | 2,150.89 |
| 9000038499 | Poremba, Katherine | 300 | 3,845.50 | 2,571.33 |
| 9000038500 | Potempa, Tracey | 300 | 3,537.83 | 2,698.40 |
| 9000038501 | Pridmore, Elizabeth | 300 | 3,422.50 | 2,032.76 |
| 9000038502 | Puetz, Lauren | 300 | 3,137.94 | 2,068.81 |
| 9000038503 | Pupillo, Lauren | 300 | 3,537.83 | 2,507.30 |
| 9000038504 | Remigio, Maria | 300 | 4,464.00 | 3,134.41 |
| 9000038505 | Reyes, Cathy M | 300 | 1,357.34 | 936.60 |
| 9000038506 | Rogalny, Danuta | 300 | 875.67 | 669.86 |
| 9000038507 | Rogers, Megan | 300 | 2,999.50 | 2,504.24 |
| 9000038508 | Rydel-Boesso, Eileen M | 300 | 3,307.13 | 1,891.97 |
| 9000038509 | Rzemieniecki, Christopher | 300 | 4,030.00 | 3,608.97 |
| 9000038510 | Schlessinger, Lukas | 300 | 3,114.88 | 2,108.11 |
| 9000038511 | Schreiber Specca, Jill | 300 | 5,850.00 | 4,283.19 |
| 9000038512 | Schwarz, Jeanene | 300 | 1,211.55 | 398.86 |
| 9000038513 | Shehee, Wendy | 300 | 917.23 | 532.80 |
| 9000038514 | Skonieczny, Sandra | 300 | 744.75 | 346.95 |
| 9000038515 | Slade, Stephanie | 300 | 2,845.67 | 2,103.69 |
| 9000038516 | Smith, Elisa | 300 | 4,191.63 | 2,977.65 |
| 9000038517 | Soukup, Stephanie | 300 | 2,353.46 | 1,548.51 |
| 9000038518 | Staley, Shannon | 300 | 3,602.33 | 2,663.57 |
| 9000038519 | Stefani, Colleen | 300 | 4,537.71 | 3,207.33 |
| 9000038520 | Svejda, Michele | 300 | 1,101.74 | 574.20 |
| 9000038521 | Toby, Maureen | 300 | 3,345.58 | 2,507.99 |

Payroll Run Check Listing for Board

| Payroll | 12/30/2022 | | | Lisle CUSD 202 |
|------------|----------------------|----------------|-----------|----------------|
| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
| 9000038522 | Tuzzolino, Victoria | 300 | 3,268.67 | 2,415.01 |
| 9000038523 | Weeks, Stacey | 300 | 2,384.21 | 1,936.61 |
| 9000038524 | Weissinger, Karla | 300 | 962.97 | 605.04 |
| 9000038525 | White, Margaret R | 300 | 2,922.58 | 2,359.25 |
| 9000038526 | Witt, Elizabeth | 300 | 1,239.58 | 1,098.60 |
| 9000038527 | Wojcik, Jane | 300 | 1,121.36 | 1,026.85 |
| 9000038528 | Yaniz, Catherine | 300 | 3,522.52 | 2,618.41 |
| 9000038529 | Zitt, Jean | 300 | 4,191.63 | 3,058.32 |
| 9000038530 | Begley, Elizabeth | 700 | 412.02 | 360.10 |
| 9000038531 | Craven, Alicia F | 700 | 3,149.64 | 2,716.73 |
| 9000038532 | Klempic, Mirza | 700 | 234.90 | 210.30 |
| 9000038533 | Ahlberg, Sophia | 800 | 576.83 | 534.50 |
| 9000038534 | Anderson, Cathleen | 800 | 240.00 | 212.76 |
| 9000038535 | Angileri, Debra | 800 | 260.00 | 228.90 |
| 9000038536 | Balaban, Nicholas | 800 | 1,269.02 | 1,109.12 |
| 9000038537 | Barron, Pamela | 800 | 103.22 | 86.90 |
| 9000038538 | Benson, Mary Diane | 800 | 596.31 | 479.66 |
| 9000038539 | Courtney, June | 800 | 120.00 | 106.38 |
| 9000038540 | Crenshaw, Samuel, JR | 800 | 807.56 | 705.81 |
| 9000038541 | Ducharme, Janet | 800 | 773.07 | 635.66 |
| 9000038542 | Galvez, Claudia | 800 | 287.50 | 265.50 |
| 9000038543 | Gwilliam, Matthew | 800 | 346.10 | 302.49 |
| 9000038544 | Holub, Nicole | 800 | 461.50 | 403.36 |
| 9000038545 | Lantz, Janet L | 800 | 591.79 | 522.23 |
| 9000038546 | Lopez, Angel R | 800 | 487.89 | 426.42 |
| 9000038547 | Maduzia, Vanessa | 800 | 325.26 | 284.27 |
| 9000038548 | Malinowski, Nicole | 800 | 596.31 | 542.36 |
| 9000038549 | McCarthy, Barbara | 800 | 240.00 | 202.06 |
| 9000038550 | Miller, Alexis | 800 | 180.00 | 151.54 |
| 9000038551 | Nadolny, Jack | 800 | 346.10 | 302.49 |
| 9000038552 | Putnam, Shannon | 800 | 587.28 | 530.35 |
| 9000038553 | Reese, Mary | 800 | 1,575.00 | 1,292.00 |

Payroll Run Check Listing for Board

Payroll 12/30/2022

Lisle CUSD 202

| Check/ ACH | Employee | Check Location | Pay Gross | Net Amount |
|------------|-------------------|----------------|-------------------|-------------------|
| 9000038554 | Reif, James | 800 | 222.50 | 194.46 |
| 9000038555 | Rolando, Ross | 800 | 634.51 | 569.57 |
| 9000038556 | Sanders, J'son | 800 | 807.56 | 705.81 |
| 9000038557 | Smith, Stacy | 800 | 596.31 | 521.17 |
| 9000038558 | Stratton, Carolyn | 800 | 455.00 | 388.06 |
| 9000038559 | Trinidad, Jose E | 800 | 576.83 | 504.16 |
| 9000038560 | Visser, Marianne | 800 | 596.31 | 526.17 |
| 9000038561 | Wagge, Kimberlee | 800 | 542.10 | 479.98 |
| 9000038562 | Weber, Andrew | 800 | 1,038.29 | 907.46 |
| 9000038563 | Wong, Kevin David | 800 | 765.00 | 646.28 |
| | | | 818,167.84 | 574,797.85 |

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LISLE COMMUNITY UNIT SCHOOL DISTRICT #202

VENDOR PAY ORDERS

This is to certify that the Board of Education of Lisle Community Unit School District No. 202 ratified the following vendor pay orders: January 23, 2023

GENERAL CHECKING ACCOUNT

| | | | | |
|----------------------|-----------|------------|--------|------------|
| CHECKS ISSUED | Beginning | 118883 | Ending | 118885 |
| | Beginning | 119021 | Ending | 119024 |
| | Beginning | 119025 | Ending | 119049 |
| | Beginning | 119054 | Ending | 119254 |
| WIRES ISSUED | Beginning | 800000829 | Ending | 800000833 |
| | Beginning | 800000834 | Ending | 800000840 |
| ACH DEPOSITS | Beginning | 9000038860 | Ending | 9000038874 |

FUND DISTRIBUTION

| | | |
|--------------------------|----|---------------------|
| EDUCATIONAL | \$ | 1,198,979.21 |
| OPERATIONS & MAINTENANCE | \$ | 185,288.30 |
| TRANSPORTATION | \$ | 202,177.06 |
| IMRF/SOCIAL SECURITY | \$ | 111,881.18 |
| CAPITAL PROJECTS | \$ | 66,139.49 |
| TOTAL | \$ | <u>1,764,465.24</u> |

IMPREST CHECKING ACCOUNT

| | | | | |
|----------------------|-----------|-------|--------|-------|
| CHECKS ISSUED | Beginning | 10123 | Ending | 10131 |
|----------------------|-----------|-------|--------|-------|

FUND DISTRIBUTION

| | | |
|--------------------------|----|-----------------|
| EDUCATIONAL | \$ | 2,106.10 |
| OPERATIONS & MAINTENANCE | \$ | 2,982.95 |
| TRANSPORTATION | \$ | 191.59 |
| TOTAL | \$ | <u>5,280.64</u> |

GRAND TOTAL \$ 1,769,745.88

President - Board of Education

Date

Secretary - Board of Education

Date

AP Check Register

Lisle CUSD 202

Accounts Payable Run: 12/15/2022 ZPAY 12/15/2022

R - Regular Run Type

| Check Number | Name | Net Check Amt |
|--------------|--------------------------------|---------------|
| 118883 | Classified Employee | 819.69 |
| 118884 | Lisle CUSD #202 | 2,474.51 |
| 118885 | Lisle Education Association | 9,267.23 |
| 8000000829 | Harris Bank | 122,072.95 |
| 8000000830 | Illinois Department Of Revenue | 35,125.07 |
| 8000000831 | Teachers' Health Ins Security | 11,314.84 |
| 8000000832 | Teachers' Retirement System | 69,040.39 |
| 8000000833 | U.S. OMNI | 38,381.05 |

| | | |
|------------------------|----------|-------------------|
| Regular Checks: | 3 | 12561.43 |
| ACH Checks: | 0 | 0.00 |
| Wire Transfers: | 5 | 275934.30 |
| Total: | 8 | 288,495.73 |

AP Check Register

Lisle CUSD 202

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|-------------------------------|----------------------|----------------|----------------|--------------|
| 10 - Educational | \$241,918.24 | \$0.00 | \$0.00 | 241918.24 |
| 20 - Operations & Maintenance | \$6,956.06 | \$0.00 | \$0.00 | 6956.06 |
| 40 - Transportation | \$125.76 | \$0.00 | \$0.00 | 125.76 |
| 55 - Social Security | \$39,495.67 | \$0.00 | \$0.00 | 39495.67 |

AP Check Register

Lisle CUSD 202

Accounts Payable Run: 12/30/2022 ZPAYEOM 12/30/2022

R - Regular Run Type

| Check Number | Name | Net Check Amt |
|------------------------|--------------------------------|-------------------|
| 119021 | Classified Employee | 793.29 |
| 119022 | Lisle CUSD #202 | 2,476.03 |
| 119023 | Lisle Education Association | 9,267.23 |
| 119024 | VSP of Illinois, NFP | 4,735.12 |
| 8000000834 | Educational Benefit Coop | 398,166.46 |
| 8000000835 | Harris Bank | 123,426.35 |
| 8000000836 | Illinois Department Of Revenue | 35,669.45 |
| 8000000837 | Illinois Municipal Retirement | 50,382.87 |
| 8000000838 | Teachers' Health Ins Security | 11,410.06 |
| 8000000839 | Teachers' Retirement System | 69,633.17 |
| 8000000840 | U.S. OMNI | 37,835.50 |
| Regular Checks: | 4 | 17271.67 |
| ACH Checks: | 0 | 0.00 |
| Wire Transfers: | 7 | 726523.86 |
| Total: | 11 | 743,795.53 |

AP Check Register

Lisle CUSD 202

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|-------------------------------|---------------|---------|---------|-----------|
| 10 - Educational | \$632,269.42 | \$0.00 | \$0.00 | 632269.42 |
| 20 - Operations & Maintenance | \$38,796.41 | \$0.00 | \$0.00 | 38796.41 |
| 40 - Transportation | \$344.19 | \$0.00 | \$0.00 | 344.19 |
| 50 - Muncipal Retirement | \$32,570.94 | \$0.00 | \$0.00 | 32570.94 |
| 55 - Social Security | \$39,814.57 | \$0.00 | \$0.00 | 39814.57 |

AP Check Register

Lisle CUSD 202

Accounts Payable Run: 12/30/2022 December 2022 End of Month

R - Regular Run Type

| Check Number | Name | Net Check Amt |
|--------------|--------------------------------|---------------|
| 119025 | Amazon Capital Services Inc | 4,037.47 |
| 119026 | Amazon.com Corporate Credit | 87.76 |
| 119027 | AT&T: Acct 198-2 | 154.31 |
| 119028 | AT&T: Acct 988-5 | 222.82 |
| 119029 | Capital One / Menards | 500.75 |
| 119030 | Capital One / Walmart | 982.64 |
| 119031 | Concord Theatricals Corp. | 1,888.21 |
| 119032 | Dupage County Public Works | 2,284.85 |
| 119033 | Gordon Flesch Co, Inc | 1,652.34 |
| 119034 | Home Depot Credit Services | 2,455.87 |
| 119035 | Home Depot U.S.A., Inc (TX) | 1,163.81 |
| 119036 | Illinois American Water | 2,746.61 |
| 119037 | Illinois State Police | 113.00 |
| 119038 | Lisle Community Unit School | 5,336.59 |
| 119039 | Nextera Energy Services | 10,530.45 |
| 119040 | Nextera Energy Services | 4,293.98 |
| 119041 | Nextera Energy Services | 5,857.24 |
| 119042 | Nextera Energy Services | 1,606.09 |
| 119043 | Nextera Energy Services | 598.15 |
| 119044 | Quadient Leasing USA, Inc | 241.62 |
| 119045 | Schindler Elevator Corporation | 377.56 |
| 119046 | T-Mobile for Government | 455.10 |
| 119047 | Village of Lisle (Utilities) | 551.83 |
| 119048 | Village of Lisle (Utilities) | 386.48 |
| 119049 | Westway Coach, Inc | 7,669.93 |

Regular Checks: 25 56195.46

ACH Checks: 0 0.00

Wire Transfers: 0 0.00

Total: 25 56,195.46

AP Check Register

Lisle CUSD 202

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|-------------------------------|---------------|---------|---------|----------|
| 10 - Educational | \$12,828.11 | \$0.00 | \$0.00 | 12828.11 |
| 20 - Operations & Maintenance | \$35,505.83 | \$0.00 | \$0.00 | 35505.83 |
| 40 - Transportation | \$7,861.52 | \$0.00 | \$0.00 | 7861.52 |

AP Check Register

Lisle CUSD 202

Accounts Payable Run: 01/23/2023 January 2023 Board Bills

R - Regular Run Type

| Check Number | Name | Net Check Amt |
|--------------|--------------------------------|---------------|
| 119054 | 1st AYD Corporation | 766.74 |
| 119055 | Active Internet Technologies, | 3,263.10 |
| 119056 | ADDitude | 19.95 |
| 119057 | Allgood, Scott | 231.00 |
| 119058 | Amit Thaker | 3,300.00 |
| 119059 | Amita GlenOaks School | 21,267.36 |
| 119060 | AMS Mechanical Systems, Inc | 820.00 |
| 119061 | Anderson Pest Solutions | 874.70 |
| 119062 | Aramark Services, Inc | 39,561.26 |
| 119063 | AT&T: Acct 978-4 | 50.02 |
| 119064 | Baillie, Christopher | 231.00 |
| 119065 | Barnes & Noble, Inc. | 107.04 |
| 119066 | Beebe, David | 61.00 |
| 119067 | BMO Harris Commercial Card | 7,079.78 |
| 119068 | Bouzeos, Peter | 299.40 |
| 119069 | Briley, Daniel | 61.00 |
| 119070 | Brownlee, Randy | 77.00 |
| 119071 | BSN Sports, LLC | 1,194.97 |
| 119072 | Buckeye Cleaning Centers | 795.18 |
| 119073 | C.O.R.E. Academy | 3,132.64 |
| 119074 | Camelot Therapeutic Schools | 37,954.95 |
| 119075 | Carolina Biological Supply | 157.95 |
| 119076 | Cawiezel, Pat | 353.00 |
| 119077 | Central DuPage Hospital | 210.00 |
| 119078 | Ceramic Supply Chicago Inc. | 513.00 |
| 119079 | Chicago Office Technology | 1,628.76 |
| 119080 | Clean Mat'ers | 813.82 |
| 119081 | Communications Direct, Inc | 918.00 |
| 119082 | Community High School District | 1,788.38 |
| 119083 | Cook, Greg | 77.00 |
| 119084 | Cornwell, Greg | 199.00 |

AP Check Register

Lisle CUSD 202

Accounts Payable Run: 01/23/2023 January 2023 Board Bills

R - Regular Run Type

| Check Number | Name | Net Check Amt |
|--------------|------------------------------|---------------|
| 119085 | Couch, Greg | 244.00 |
| 119086 | Cugier, Donald Edward | 231.00 |
| 119087 | Cullen, Terry | 77.00 |
| 119088 | Cyrus, Frank | 751.00 |
| 119089 | Cyrus, Rick (OFFICIAL ONLY!) | 366.00 |
| 119090 | Daily Herald | 430.00 |
| 119091 | Daily Herald | 197.75 |
| 119092 | Daily Herald Media Group | 257.60 |
| 119093 | Daniels, Michael | 77.00 |
| 119094 | Dart, Jim | 122.00 |
| 119095 | Datamation Imaging Services | 2,450.70 |
| 119096 | Davelis, Craig | 77.00 |
| 119097 | DECA, Inc. | 153.00 |
| 119098 | Decker, Inc | 78.95 |
| 119099 | DeLeo, Mark | 674.00 |
| 119100 | Delmastro, Jim | 552.00 |
| 119101 | Domanico Psychological | 850.00 |
| 119102 | Donahue, Renee | 1,254.00 |
| 119103 | Dote, Joe | 475.00 |
| 119104 | Dupage Regional Office of | 7,920.00 |
| 119105 | Eckwall, James W | 275.00 |
| 119106 | Elan Photography, Inc | 1,137.00 |
| 119107 | ESI Chicago, Incorporated | 1,680.00 |
| 119108 | Everest Snow Management, | 7,759.00 |
| 119109 | F & G Roofing Company LLC | 509.00 |
| 119110 | FACIL Investments dba | 1,029.90 |
| 119111 | Felten, Greg | 353.00 |
| 119112 | Finstein, Mark | 77.00 |
| 119113 | Flury, Joe | 77.00 |
| 119114 | Flyleaf Publishing LLC | 287.28 |
| 119115 | Folkerts, Roger | 353.00 |

AP Check Register

Lisle CUSD 202

Accounts Payable Run: 01/23/2023 January 2023 Board Bills

R - Regular Run Type

| Check Number | Name | Net Check Amt |
|--------------|-----------------------------------|---------------|
| 119116 | Fonseca, Raimundo | 61.00 |
| 119117 | Forrest, Mike | 154.00 |
| 119118 | G & G Lawncare Inc | 2,095.00 |
| 119119 | Garrey, Scott | 77.00 |
| 119120 | Georgia CPR LLC | 2,700.00 |
| 119121 | Getz, Michelle | 250.00 |
| 119122 | Giant Steps Illinois, Inc | 5,058.08 |
| 119123 | Gonzalez, Charles | 77.00 |
| 119124 | Gopher Sport | 178.98 |
| 119125 | Hand, Matthew | 3,999.50 |
| 119126 | Harvey, Tyler | 77.00 |
| 119127 | Hillesland, Eric | 77.00 |
| 119128 | Himes, Petrarca & Fester, Chtd | 2,342.50 |
| 119129 | Hoekestra, Byron | 231.00 |
| 119130 | H-O-H Water Technology, Inc | 429.00 |
| 119131 | Holstein's Garage | 40.00 |
| 119132 | Home Depot U.S.A., Inc (GA) | 191.27 |
| 119133 | Home Depot U.S.A., Inc (TX) | 6,458.04 |
| 119134 | Hren, John | 231.00 |
| 119135 | Hughes, John Howie | 77.00 |
| 119136 | IASPA | 300.00 |
| 119137 | Illinois Association for Career & | 310.00 |
| 119138 | Illinois Principals Association | 669.00 |
| 119139 | Illinois State Police | 84.75 |
| 119140 | Illinois State University | 348.00 |
| 119141 | Illinois Tollway | 306.90 |
| 119142 | Integrated Systems Corporation | 5,184.00 |
| 119143 | International Translation | 255.00 |
| 119144 | Ip, Alex | 154.00 |
| 119145 | Ivy Lane Corporation | 119.84 |
| 119146 | Jenkins, Bob | 154.00 |

AP Check Register

Lisle CUSD 202

Accounts Payable Run: 01/23/2023 January 2023 Board Bills

R - Regular Run Type

| Check Number | Name | Net Check Amt |
|--------------|--------------------------------|---------------|
| 119147 | Johnson Controls Security | 25.00 |
| 119148 | Karasewski, Joe | 77.00 |
| 119149 | Knapp, Daniel | 231.00 |
| 119150 | Kramer, Dylan | 77.00 |
| 119151 | Laforce Inc | 730.00 |
| 119152 | Landeros, Chuck | 231.00 |
| 119153 | Linden Oaks Tutoring Services | 322.40 |
| 119154 | Lisle High School Activity | 70.00 |
| 119155 | Little Friends, Inc. | 3,662.26 |
| 119156 | Loughnane, Timothy | 77.00 |
| 119157 | MacNamara, John | 199.00 |
| 119158 | Mandley, Eric | 231.00 |
| 119159 | Markham-Gonzalez, Marie | 50.00 |
| 119160 | Mckay, Frank | 77.00 |
| 119161 | McMurray, Ryan | 125.00 |
| 119162 | Menta Academy Midway | 6,742.40 |
| 119163 | Mister, Perry D | 77.00 |
| 119164 | Morris, Lennox | 308.00 |
| 119165 | Morrow, Bob | 398.00 |
| 119166 | Multi-Health Systems Inc | 626.25 |
| 119167 | Munch's Supply, LLC BR3 | 6,748.39 |
| 119168 | Murphy, Patrick | 154.00 |
| 119169 | Mushrush, Bill | 61.00 |
| 119170 | Naperville Central High School | 175.00 |
| 119171 | National School Public | 205.00 |
| 119172 | NCS Pearson, Inc | 102.50 |
| 119173 | NCS Pearson, Inc | 473.51 |
| 119174 | NEUCO Inc | 2,634.11 |
| 119175 | New Connections Academy | 5,341.35 |
| 119176 | New Direction Solutions, LLC | 3,960.25 |
| 119177 | News 2 You | 208.67 |

AP Check Register

Lisle CUSD 202

Accounts Payable Run: 01/23/2023 January 2023 Board Bills

R - Regular Run Type

| Check Number | Name | Net Check Amt |
|--------------|--------------------------------|---------------|
| 119178 | Nicor Gas | 4,032.67 |
| 119179 | Niewiadomski, Terry | 61.00 |
| 119180 | Nudera, Jeff | 125.00 |
| 119181 | Nutrislice, Inc | 5,351.16 |
| 119182 | O'Keeffe, Kevin | 77.00 |
| 119183 | O'Leary, Marty | 77.00 |
| 119184 | Parents Alliance Employment | 4,801.25 |
| 119185 | Parkland Preparatory Academy, | 3,731.33 |
| 119186 | Pascente, Sharon T | 2,000.00 |
| 119187 | Pater, Jim | 154.00 |
| 119188 | Paul H. Brookes Publishing Co, | 547.40 |
| 119189 | Pauls, Bob | 122.00 |
| 119190 | Perez, Luis | 57.70 |
| 119191 | Performance Chemical & | 176.77 |
| 119192 | Perkins & Will, Inc | 59,939.49 |
| 119193 | Piper, Roger | 122.00 |
| 119194 | Pitsco Education, LLC | 298.37 |
| 119195 | Powell, Willie | 597.00 |
| 119196 | Quinlan & Fabish Music | 698.80 |
| 119197 | RBS Activewear | 3,621.18 |
| 119198 | Reavis High School | 225.00 |
| 119199 | Rietz, Bob | 122.00 |
| 119200 | Riley, Steve | 154.00 |
| 119201 | Rockford Guilford High School | 275.00 |
| 119202 | Rossin, Byron | 122.00 |
| 119203 | Runco Office Supply & Equip | 156.96 |
| 119204 | S.E.A.L. South, Inc | 4,274.70 |
| 119205 | Salat, John | 231.00 |
| 119206 | Sawicki, Steven | 812.00 |
| 119207 | SCARCE | 25.00 |
| 119208 | Schmidtke, Carol | 2,667.45 |

AP Check Register

Lisle CUSD 202

Accounts Payable Run: 01/23/2023 January 2023 Board Bills

R - Regular Run Type

| Check Number | Name | Net Check Amt |
|--------------|--------------------------------|---------------|
| 119209 | School Association for Special | 49,087.00 |
| 119210 | School Specialty, LLC | 798.13 |
| 119211 | SEAL of Illinois Inc | 8,522.70 |
| 119212 | Settles, Joshua | 77.00 |
| 119213 | Shalanko, John | 199.00 |
| 119214 | SHI International Corp | 2,352.00 |
| 119215 | Simpli Faster & Freelap USA | 596.00 |
| 119216 | Sobeski, Scott | 154.00 |
| 119217 | Spadavecchio, Vito | 77.00 |
| 119218 | Special Education Systems, | 1,109.92 |
| 119219 | Sta-Kleen, Inc | 700.00 |
| 119220 | Stebbins, Mike | 199.00 |
| 119221 | Stocki, Hank | 77.00 |
| 119222 | Stone, Brian | 122.00 |
| 119223 | Streamwood Behavioral | 3,446.72 |
| 119224 | Sullivan, Ryan | 154.00 |
| 119225 | Sunrise Southwest LLC | 95,075.85 |
| 119226 | Super Duper Publications | 299.00 |
| 119227 | Szweda, Walt | 77.00 |
| 119228 | Technology Center of DuPage | 602.97 |
| 119229 | Terpening, Steve | 77.00 |
| 119230 | Testing Service Corporation | 6,200.00 |
| 119231 | Tetzloff, Dylan | 77.00 |
| 119232 | The Fitness Connection | 1,350.00 |
| 119233 | Trifone, John | 154.00 |
| 119234 | University of Chicago | 100.00 |
| 119235 | Vanguard Energy Services, | 12,053.50 |
| 119236 | Village of Lisle | 63,751.87 |
| 119237 | Waibel, Scott | 2,087.52 |
| 119238 | Warehouse Direct | 961.58 |
| 119239 | Waste Management of Illinois, | 1,649.95 |

AP Check Register

Lisle CUSD 202

Accounts Payable Run: 01/23/2023 January 2023 Board Bills

R - Regular Run Type

| Check Number | Name | Net Check Amt |
|--------------|---------------------------|---------------|
| 119240 | Wayne, Lawrence | 77.00 |
| 119241 | Weller, Mary Jo | 3,000.00 |
| 119242 | West Suburban DECA | 300.00 |
| 119243 | Westway Coach, Inc | 95,580.50 |
| 119244 | WEX Health, Inc | 136.00 |
| 119245 | Wheaton North High School | 210.00 |
| 119246 | Wheaton North High School | 200.00 |
| 119247 | Wheaton Warrenville South | 150.00 |
| 119248 | William V. MacGill & Co | 166.25 |
| 119249 | Williams, Garret | 61.00 |
| 119250 | Willis, Tim | 61.00 |
| 119251 | Winesburg, Ray | 212.00 |
| 119252 | Wolowicz, Dan | 154.00 |
| 119253 | XtraMath | 500.00 |
| 119254 | Zahara, Gary | 77.00 |
| 9000038860 | Anderson, Herbert | 76.61 |
| 9000038861 | De Nichols, Patricia | 45.00 |
| 9000038862 | Fitzgerald, Karen | 44.50 |
| 9000038863 | Hardy, Venessa | 193.97 |
| 9000038864 | Kehoe, Debra | 74.07 |
| 9000038865 | Klepadlo, Scott E | 350.00 |
| 9000038866 | Massino, Anthony | 21.62 |
| 9000038867 | Meyer, Peter | 49.99 |
| 9000038868 | Meyer, Phillip | 145.88 |
| 9000038869 | Milinki, Jennifer | 50.00 |
| 9000038870 | Navarro, Lawrence M | 10.00 |
| 9000038871 | Ng, Joanna | 50.06 |
| 9000038872 | Perretta, Mia | 63.26 |
| 9000038873 | Schalk, Trent J | 305.88 |

AP Check Register

Lisle CUSD 202

Accounts Payable Run: 01/23/2023 January 2023 Board Bills

R - Regular Run Type

| Check Number | Name | | Net Check Amt |
|------------------------|----------------------|-------------------|---------------|
| 9000038874 | Stellmacher, James M | | 95.86 |
| Regular Checks: | 201 | 674401.82 | |
| ACH Checks: | 15 | 1576.70 | |
| Wire Transfers: | 0 | 0.00 | |
| Total: | 216 | 675,978.52 | |

AP Check Register

Lisle CUSD 202

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|--|----------------------|----------------|----------------|------------------|
| 10 - Educational | \$311,963.44 | \$0.00 | \$0.00 | 311963.44 |
| 20 - Operations & Maintenance | \$104,030.00 | \$0.00 | \$0.00 | 104030.00 |
| 40 - Transportation | \$193,845.59 | \$0.00 | \$0.00 | 193845.59 |
| 60 - Capital Projects | \$66,139.49 | \$0.00 | \$0.00 | 66139.49 |

AP Check Register

Lisle CUSD 202

Accounts Payable Run: 12/07/2022 Imprest 12.7.22

R - Regular Run Type

| Check Number | Name | Net Check Amt |
|------------------------|-----------------------------|-----------------|
| 10123 | AT&T: Acct 430-0 | 139.28 |
| 10124 | AT&T: Acct 680 | 553.33 |
| 10125 | AT&T: Acct 927 | 1,391.00 |
| 10126 | AT&T: Mobility | 103.03 |
| 10127 | Gurrie Middle School | 200.00 |
| 10128 | Illinois Grade School Music | 1,443.00 |
| 10129 | Illinois Speech-Language- | 90.00 |
| 10130 | Midwest Clinic | 199.00 |
| 10131 | WEX Bank | 1,162.00 |
| Regular Checks: | 9 | 5280.64 |
| ACH Checks: | 0 | 0.00 |
| Wire Transfers: | 0 | 0.00 |
| Total: | 9 | 5,280.64 |

AP Check Register

Lisle CUSD 202

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|-------------------------------|----------------------|----------------|----------------|--------------|
| 10 - Educational | \$2,106.10 | \$0.00 | \$0.00 | 2106.10 |
| 20 - Operations & Maintenance | \$2,982.95 | \$0.00 | \$0.00 | 2982.95 |
| 40 - Transportation | \$191.59 | \$0.00 | \$0.00 | 191.59 |



RECOMMENDATION FOR NEW EMPLOYEE

| | |
|---|---------------------------------------|
| Date: January 10, 2023 | Recommended by: Dave Kearney |
| Primary position to be filled: LJHS Permanent Substitute | |
| Secondary position to be filled: | |
| Please indicate if this is a grant position (if so, indicate grant): Yes | |
| Replacing: | New position: x |
| Name of recommended individual: Caitlin Murray | |
| College or University and Major/Minor field of study: Marquette University/ Bachelor of Arts in Psychology with a Minor in Biology | |
| Please list all relevant prior experience: Head Testing Coordinator at Neurohealth Clinic | |
| Start date: January 16th, 2023 | Board approval date: January 23, 2023 |
| Recommended salary schedule placement: Standard Permanent Substitute Rate | |
| Full time equivalency (FTE): 1.0 | Contracted days: 90 |
| Background information: Caitlin has a wide range of experiences working with young adults, which along with her educational background, gives her the knowledge needed for working with junior high aged students. Caitlin will be a wonderful support for our students. | |

For Action

**Lisle Community Unit School District 202
Board Of Education Meeting
January 23, 2023**

SUBJECT: Approval of Certified Employment.

BACKGROUND: The Administration is pleased to recommend the employment of the certified candidates as outlined by the Administrative recommendation included in your packet.

FINANCIAL IMPACT: These positions are budgeted for FY 2023.

RECOMMENDATION: Approval of employment.

SUGGESTED MOTION: That the Board of Education approves the employment of:

Cory Dillard, Department-Head, and Teacher for Physical Education and Health at Lisle Senior High School for the 2023-2024 school year. His recommended base salary and placement be a Master's +36, Step 10 (\$95,177).

Cory Dillard, Extra-Duty Department-Head for Physical Education and Health at Lisle Senior High School for the 2023-2024 school year. His recommended extra-duty placement be a Category 1, Level 1 (\$4,184)

Caitlin Murray, Permanent Substitute Teacher at Lisle Junior High School. Her recommended salary is based on the standard Permanent Substitute Teacher rates for the remaining 2022-2023 school year.

| Name | School | Placement | Salary |
|-----------------|--------|-----------------------|---------------------|
| Dillard, Cory | LSHS | Master's +36, Step 10 | \$ 95,177 |
| Dillard, Cory | LSHS | Category1, Step 1 | \$ 4,184 |
| Murray, Caitlin | LJHS | Permanent Substitute | Standard Daily Rate |



RECOMMENDATION FOR NEW EMPLOYEE

| | |
|---|---|
| Date: January 13, 2023 | Recommended by: Jeff Howard |
| Primary position to be filled: 0.6 Physical Education/Health Teacher | |
| Secondary position to be filled: 0.4 High School Wellness Department Head | |
| Please indicate if this is a grant position (if so, indicate grant): | |
| Replacing: Dan Sanko/Mia Perretta | New position: |
| Name of recommended individual: CORY DILLARD | |
| College or University and Major/Minor field of study: BA: Northern Illinois University - Physical Education Major/Health Education Minor 2009; M.A.: University of St. Francis - Educational Leadership - 2018. | |
| Please list all relevant prior experience: Lockport Township High School - Physical Education Teacher 2014-Present: Peotone High School - Physical Education Teacher 2011-2014. | |
| Start date: August, 2023 | Board approval date: Monday, January 23, 2023 |
| Recommended salary schedule placement: Master's +36, Step 10 (\$ 95,177) | |
| Full time equivalency (FTE): 1.0 | Contracted days: 181 |
| Background information: Lisle High School is pleased to recommend Mr. Cory Dillard to fill our 1.0 Physical Education/Health Teaching vacancy. The opening will be created when Dan Sanko retires at the end of the 2022-23 school year. Mr. Dillard will also replace Mia Perretta as the Wellness Department Head at Lisle High School. Mr. Dillard comes to Lisle with 12 years of experience at Peotone High School in Peotone, Illinois and Lockport Township High School in Lockport, Illinois. He has taught a blend of Physical Education classes including powerlifting and Adapted Physical Education. He is also well versed in curriculum writing and development in Physical Education. Mr. Dillard will be teaching Health at Lisle, and will be working on expanding student opportunities in PE, Health, and Family & Consumer Sciences. We are looking forward to the impact he will have on our students, staff, and community. | |



RECOMMENDATION FOR NEW EMPLOYEE

| | |
|---|---|
| Date: January 13, 2023 | Recommended by: Jeff Howard |
| Primary position to be filled: Extra-Duty Department Head | |
| Secondary position to be filled: | |
| Please indicate if this is a grant position (if so, indicate grant): | |
| Replacing: Mia Perretta | New position: |
| Name of recommended individual: CORY DILLARD | |
| College or University and Major/Minor field of study: BA: Northern Illinois University - Physical Education Major/Health Education Minor 2009; M.A.: University of St. Francis - Educational Leadership - 2018. | |
| Please list all relevant prior experience: Lockport Township High School - Physical Education Teacher 2014-Present: Peotone High School - Physical Education Teacher 2011-2014. | |
| Start date: August, 2023 | Board approval date: Monday, January 23, 2023 |
| Recommended salary schedule placement: Dept. Head Cat. 1, Level 1 (Step 1, \$ 4,184) | |
| Full time equivalency (FTE): 1.0 | Contracted days: 181 |
| Background information: Lisle High School is pleased to recommend Mr. Cory Dillard to fill our 1.0 Physical Education/Health Teaching vacancy. The opening will be created when Dan Sanko retires at the end of the 2022-23 school year. Mr. Dillard will also replace Mia Perretta as the Wellness Department Head at Lisle High School. Mr. Dillard comes to Lisle with 12 years of experience at Peotone High School in Peotone, Illinois and Lockport Township High School in Lockport, Illinois. He has taught a blend of Physical Education classes including powerlifting and Adapted Physical Education. He is also well versed in curriculum writing and development in Physical Education. Mr. Dillard will be teaching Health at Lisle, and will be working on expanding student opportunities in PE, Health, and Family & Consumer Sciences. We are looking forward to the impact he will have on our students, staff, and community. | |

FOR ACTION

**Lisle Community Unit School District 202
Board Of Education Meeting
January 23, 2023**

SUBJECT: Approval of Classified Employment.

BACKGROUND: The Administration is pleased to recommend the employment of the classified candidate as outlined by the Administrative recommendation included in your packet.

FINANCIAL IMPACT: These positions are budgeted for FY 23.

RECOMMENDATION: Approval of employment.

SUGGESTED MOTION: That the Board of Education approve the employment of:

Jordan Buchelt, Inclusion Aide at Lisle Senior High School, to be placed at a Step 0 (\$15.58*/hr.).

| Name | School | Placement | Salary |
|-----------------|---------------|------------------|---------------|
| Buchelt, Jordan | LSHS | Step 0 | \$ 15.58*/hr. |

*Rate to be adjusted upon signed 2022-2023 CEAL Union Contract



RECOMMENDATION FOR NEW EMPLOYEE

| | |
|--|---------------------------------------|
| Date: December 22, 2023 | Recommended by: Jen Zimmerman |
| Primary position to be filled: Paraprofessional | |
| Secondary position to be filled: | |
| Please indicate if this is a grant position (if so, indicate grant): | |
| Replacing: Patrick Johnson | New position: |
| Name of recommended individual: Jordan Buchelt | |
| College or University and Major/Minor field of study: Lisle HS diploma | |
| Please list all relevant prior experience: Jordan has been a camp counselor at the Lisle Park District for a number of years, working with all types of kids. She has also led art classes for over 50 students aged 7-11. Lead and facilitated activities for groups of 6-20 pre-teen and teens. | |
| Start date: Jan 30, 2023 | Board approval date: January 23, 2023 |
| Recommended salary schedule placement: Step 0 (\$15.58/hr.*) *Hourly rate will be adjusted upon ratification of new 22-23 CEAL contract. | |
| Full time equivalency (FTE): 1.0 | Contracted days: 176 |
| Background information: Jordan is a graduate of Lisle High School and has worked as a counselor at the Lisle Park District for a number of years. Jordan has a passion to work with students with disabilities. Her compassion and standard of expectations will provide support for the Learning for Life Program. | |

FOR ACTION

**Lisle Community Unit School District 202
Board Of Education Meeting
January 23, 2023**

SUBJECT: Acceptance of Non-Bargaining Unit Member Separation of Employment.

BACKGROUND: A Separation of Employment has taken place from a Non-Bargaining Unit Member Employee

FINANCIAL IMPACT: This position has been included in the FY 23 budget and will be filled accordingly.

RECOMMENDATION: Acceptance of Separation of Employment.

SUGGESTED MOTION: That the Board of Education accepts the Separation of Employment of:

Nathan Dent, Payroll and Benefits Specialist in District Office, effective 01/10/2023..

FOR ACTION

**Lisle Community Unit School District 202
Board Of Education Meeting
January 23, 2023**

SUBJECT: Approval of Extra-Duty Employment.

BACKGROUND: The Administration is pleased to recommend the employment of the classified candidate as outlined by the Administrative recommendation included in your packet.

FINANCIAL IMPACT: These positions are budgeted for FY 2023.

RECOMMENDATION: Approval of employment.

SUGGESTED MOTION: That the Board of Education approve the employment of:

Cory Dillard, Head Football Coach at Lisle Senior High School, will be place at a Category I, Level 3 (Step 8, \$ 9,128).

Grace Espinosa, Assistant Science Olympiad coach at Lisle Junior High School. She is placed at a Category IV, Level 1, (Step 1, \$4,057- will prorate to reflect start date).

Jamie Janczak, Assistant Scholastic Bowl coach at Lisle Senior High School, will be placed at a Category VI, Level 1 (Step 1, \$1, 384- will prorate to reflect start date).

| Name | School | Placement | Salary |
|-----------------|---------------|------------------|---------------|
| Dillard, Cory | LSHS | Step 8 | \$ 9,128 |
| Espinosa, Grace | LJHS | Step 1 | \$ 4,057 |
| Janczak, Jamie | LSHS | Step 1 | \$ 1,384 |



RECOMMENDATION FOR NEW EMPLOYEE

| | |
|--|---------------------------------|
| Date: January 3, 2023 | Recommended by: Dave Kearney |
| Primary position to be filled: LJHS Assistant Science Olympiad Coach | |
| Secondary position to be filled: | |
| Please indicate if this is a grant position (if so, indicate grant): | |
| Replacing: Felicia Burke | New position: |
| Name of recommended individual: Grace Espinosa | |
| College or University and Major/Minor field of study: Northern Illinois B.A. in Marketing, Northwestern University B.A. in Education and Northern Illinois M.A. in Instructional Technology. | |
| Please list all relevant prior experience: Current Teacher | |
| Start date: January 9, 2023 | Board approval date: 01/23/2023 |
| Recommended salary schedule placement: Category I, Level 1 (Step 1, \$4,057) | |
| Full time equivalency (FTE): 1.0 | Contracted days: Seasonal |
| Background information: After speaking with Grace it was evident she would be a great fit for our Science Olympiad Team. Her technology background will be an asset to our students. | |



RECOMMENDATION FOR NEW EMPLOYEE

| | |
|---|-----------------------------------|
| Date: 1/20/23 | Recommended by: Tom Marcum |
| Primary position to be filled: Assistant Scholastic Bowl Sponsor | |
| Secondary position to be filled: | |
| Please indicate if this is a grant position (if so, indicate grant): | |
| Replacing: Andrew Sergeant | New position: |
| Name of recommended individual: Jamie Janczak | |
| College or University and Major/Minor field of study: Benedictine University - Bachelor of Arts (Psychology) | |
| Please list all relevant prior experience: <ul style="list-style-type: none"> - Volleyball Coach - 2 years - Summer Camp & Clinic Coach - Benedictine University - Mental Health Committee - Hidden Opponent | |
| Start date: ASAP | Board approval date: Jan 23, 2023 |
| Recommended salary schedule placement: Category 6 - Level 1, Step 1 (\$ 1,384) | |
| Full time equivalency (FTE): 1.0 | Contracted days: Seasonal |
| Background information: <p>“I am recommending the hiring of Jamie Janczak for the assistant scholastic bowl coach position. In the past several weeks of her internship, Jamie has gotten to know students, shown her dedication to working hard, and is not afraid of challenges. Her enthusiasm, desire to excel and work ethic show that she will have a positive impact on the program,” Yousef Matariyeh, Head Scholastic Bowl Coach.</p> | |

FOR ACTION

**Lisle Community Unit School District 202
Board Of Education Meeting
January 23, 2023**

SUBJECT: Acceptance of Extra-Duty Resignation.

BACKGROUND: A resignation has been received from an Activity Sponsor.

FINANCIAL IMPACT: This position has been included in the FY 23 budget and will be filled accordingly.

RECOMMENDATION: Acceptance of Resignation.

SUGGESTED MOTION: That the Board of Education accepts the resignation of:

Danielle James, Costume Director at Lisle Senior High School, has submitted her resignation for her sponsorship to be effective January 18, 2023.

FOR APPROVAL

**Lisle Community Unit School Dist. 202
Board of Education Meeting
January 23, 2023**

SUBJECT: Fourteenth Amendment to Purchase and Sale Agreement for Tate Woods School

BACKGROUND DATA: The Administration and Kindi Academy would like to extend the closing date from January 31, 2023 until a date on or before June 30, 2023. An extension is necessary to provide additional time for the fire system work required by the Village of Lisle to complete the certificate of occupancy process. Kindi Academy is working with a contractor to perform the upgrades and the Administration hopes to close during the Spring of 2023.

FINANCIAL IMPACT: None

RECOMMENDATION: The Administration recommends the Board approve the Fourteenth Contract Amendment.

SUGGESTED MOTION: The Board of Education approve the Fourteenth Amendment to Purchase and Sale Agreement for Tate Woods School.

FOURTEENTH AMENDMENT TO PURCHASE AND SALE AGREEMENT

THIS FOURTEENTH AMENDMENT TO CONTRACT FOR SALE (this “**Fourteenth Amendment**”) is made this 23rd day of January, 2023, by and between Board of Education of Lisle Community Unit School District No. 202 (“**Seller**”), and Kindi Academy Ltd. an Illinois not-for-profit corporation (“**Purchaser**”). Seller and Purchaser may each be referred to as a “Party” and collectively as the “Parties.”

RECITALS

WHEREAS, on June 25, 2018 (the “**Effective Date**”), Seller and Purchaser entered into a Purchase and Sale Agreement (the “**Agreement**”) for the purchase and sale of the property commonly known as the Tate Wood Elementary School, located at 1736 Middleton Avenue, Lisle, DuPage County, Illinois (the “**Property**”);

WHEREAS, on May 20, 2019, Seller and Purchaser executed an Amendment to the Agreement (“**First Amendment**”);

WHEREAS, on February 24, 2020, Seller and Purchaser executed an Amendment to the Agreement (“**Second Amendment**”);

WHEREAS, on March 16, 2020, Seller and Purchaser executed an Amendment to the Agreement (“**Third Amendment**”); and

WHEREAS, on April 27, 2020, Seller and Purchaser executed an Amendment to the Agreement (“**Fourth Amendment**”); and

WHEREAS, on August 24, 2020, Seller and Purchaser executed an Amendment to the Agreement (“**Fifth Amendment**”); and

WHEREAS, on October 26, 2020, Seller and Purchaser executed an Amendment to the Agreement (“**Sixth Amendment**”); and

WHEREAS, on April 26, 2021, Seller and Purchaser executed an Amendment to the Agreement (“**Seventh Amendment**”); and

WHEREAS, on October 25, 2021, Seller and Purchaser executed an Amendment to the Agreement (“**Eighth Amendment**”); and

WHEREAS, on March 21, 2022, Seller and Purchaser executed an Amendment to the Agreement (“**Ninth Amendment**”); and

WHEREAS, on May 23, 2022, Seller and Purchaser executed an Amendment to the Agreement (“**Tenth Amendment**”); and

WHEREAS, on July 25, 2022, Seller and Purchaser executed an Amendment to the Agreement (“Eleventh Amendment”); and

WHEREAS, on September 26, 2022, Seller and Purchaser executed an Amendment to the Agreement (“Twelfth Amendment”); and

WHEREAS, on November 28, 2022, Seller and Purchaser executed an Amendment to the Agreement (“Thirteenth Amendment”); and

WHEREAS, Seller and Purchaser are desirous of amending the Agreement as more specifically set forth herein.

NOW THEREFORE, in consideration of Ten Dollars (\$10.00) and other good and valuable consideration, the receipt and sufficiency thereof being hereby acknowledged, Seller and Purchaser hereby agree as follows:

1. The Recitals above are hereby restated by this reference. The capitalized words and terms herein shall have the same meaning as set forth in the Agreement unless another meaning is given it herein.
2. Closing as specified in Section 3 shall be extended until a date on or before June 30, 2023.
3. Except as specifically set forth in this Fourteenth Amendment, all terms and conditions in the Agreement and First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, and Thirteenth Amendments shall remain unmodified and in full force and effect.

SELLER:

Board of Education of Lisle Community Unit
School District No. 202

By: _____

Its: _____

PURCHASER:

Kindi Academy Ltd. an Illinois not-for-profit
corporation

By: _____

Its: _____

FOR ACTION

**Lisle Community Unit School District No. 202
Board of Education Meeting
January 23, 2023**

SUBJECT: Collective Bargaining Agreement between the Classified Education Association and Lisle (CEAL) and the Board of Education for the School Years 2022-2023 and 2023-2024

BACKGROUND DATA: The attached contract reflects the modifications to the Collective Bargaining Agreement with the Classified Education Association of Lisle (CEAL) for the 2022-2023 and 2023-2024 school years. The following is a summary of the notable changes to the contract:

- Salary increase:
 - Year 1: 12-month employees will receive a 6% increase over the base rate for 2021-2022, less than 12-month employees will receive an 8% increase over the base rate for 2021-2022
 - Year 2: all employees will receive a 5% increase over the base rate for 2022-2023
- Longevity language has been increased as follows:

| Years of Service | Previous Amount | New Amount |
|--|------------------------|-------------------|
| Full time – 12 month employees | | |
| 10-14 years | \$325 | \$1,000 |
| 15-19 years | \$425 | \$1,250 |
| 20+ years | \$575 | \$1,750 |
| Full time – Less than 12 month employees | | |
| 10-14 years | \$250 | \$750 |
| 15-19 years | \$350 | \$1,000 |
| 20+ years | \$500 | \$1,500 |

- Less than 12 month employees have been granted 2 additional paid holidays:

| Previous Paid Holidays | New Paid Holidays |
|-------------------------------|---|
| Labor Day | Labor Day |
| | Columbus Day |
| Thanksgiving Day | |
| | Martin Luther King Day |
| Presidents Day | Presidents Day |
| | Spring Holiday (as scheduled by the Board) |
| Memorial Day | Memorial Day (when it falls in the regular school term) |

- The hours an employee needs to work to be eligible for FMLA was lowered from 1,250 hours to 1,000 hours to comply with the law

The certified employees ratified the contract on January 12, 2023

FINANCIAL IMPACT: Total salaries AND benefits are projected to increase by approximately \$261,000 for 2022-2023 and \$114,000 for 2023-2024.

RECOMMENDATION: The Administration recommends that the Board of Education approve the 2022-2024 Agreement between the Classified Education Association of Lisle and the Board of Education.

SUGGESTED MOTION: The Board of Education approve the 2022-2024 Agreement between the Classified Education Association of Lisle and the Board of Education as presented.

FOR APPROVAL

**Lisle Community Unit School District 202
Board of Education Meeting
January 23, 2023**

SUBJECT: Second Reading and Approval of PRESS Packet 110 (Part 2)

BACKGROUND: Included in your packet is a copy of the policies scheduled for approval by the Board.

5:250 Leaves of Absence

5:280 Duties and Qualifications

5:320 Evaluation

5:330 Sick Days, Vacation, Holidays, and Leaves

6:15 School Accountability

6:20 School Year Calendar and Day

6:250 Community Resource Persons and Volunteers

6:255 Assemblies and Ceremonies

6:260 Complaints About Curriculum, Instructional Materials, and Programs

6:310 High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students

6:340 Student Testing and Assessment Program

6:60 Curriculum Content

6:65 Student Social and Emotional Development

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

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

7:250 Student Support Services

7:285 Anaphylaxis Prevention, Response, and Management Program

7:290 Suicide and Depression Awareness and Prevention

7:340 Student Records

7:50 School Admissions and Student Transfers To and From Non-District Schools

FINANCIAL IMPACT: NA

RECOMMENDATION: Administration recommends the Board of Education approve the policies as presented.

SUGGESTED MOTION: The Board of Education approves the policies as presented.

Document Status: District Use Only

PROFESSIONAL PERSONNEL

5:250 Leaves of Absence

Sick and Bereavement Leave, [PRESSPlus1](#) Sabbatical Leave, Personal Leave/Religious Leave, Leave of Absence Without Pay, Association Leave, Lobbying Leave, Adoption Leave

Please refer to the following current agreement:

"Agreement Between the Lisle Education Association and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual contract; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent or designee may require that the employee provide evidence that the formal adoption or foster care process is underway.

FamilyChild Bereavement Leave [PRESSPlus2](#)

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take familychild bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the FamilyChild Bereavement Leave Act. Eligible employees may use familyChild bereavement leave, without any adverse employment action, allows for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of his or her child a covered family member, which includes an employee's child, stepchild, domestic partner, [PRESSPlus3](#) sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the staff member's child covered family member, or (3) grieving the death of the staff member's child covered family member, without any adverse employment action, or (4) absence from work due to a Significant Event, [PRESSPlus4](#) which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an

adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of ~~his or her child~~ the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one ~~child~~ covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the FamilyChild Bereavement Leave Act. This policy does not create any right for an employee to take familychild bereavement leave that is inconsistent with the FamilyChild Bereavement Leave Act.

Parental Leave

The Board shall grant a professional staff member's request for a non-paid, child-rearing leave, not to exceed the balance of the school year plus one additional school year (but in no event shall such leave exceed three semesters), provided the request complies with this policy. Nothing in this section shall prohibit a professional staff member from using paid sick days as provided in this policy.

A teacher must request, if possible, a child-rearing leave by notifying the Superintendent in writing no later than 90 days before the requested leave's beginning date. The request should include the proposed leave dates. The leave shall end before a new school year begins or before the first day of school after winter recess.

Subject to the insurance carrier's approval, the teacher may maintain insurance benefits at his or her own expense during a child-rearing leave.

A professional staff member desiring to return before the leave's expiration will be assigned to an available vacancy for which the teacher is qualified, subject to scheduling efficiency and instruction continuity.

Leaves for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

General Assembly

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

Leave for Employment in Department of Defense

The Board may grant teachers a leave of absence to accept employment in a Dept. of Defense overseas school.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral

meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence, Sexual Violence, or Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance without suffering adverse employment action.

The Victims' Economic Security and Safety Act governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 ([29 U.S.C. §2601 et seq.](#)).

Leaves to Serve as an Officer or Trustee of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to a teacher who is elected to serve as an officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System to attend meetings and seminars as described in [105 ILCS 5/24-6.3](#), and (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in [105 ILCS 5/24-6.2](#).

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

COVID-19 Paid Administrative Leave [PRESSPlus5](#)

During any time when the Governor has declared a disaster due to a public health emergency under 20 ILCS 3305/7, paid administrative leave is available to eligible employees if the District, State or any of its agencies, or the local health department has issued guidance, mandates, or rules related to COVID-19 that restrict an employee from being on District property for a reason outlined in State law.

For an employee to be eligible for COVID-19 paid administrative leave, the employee must be fully vaccinated against COVID-19 [PRESSPlus6](#) as defined in 105 ILCS 5/10-20.83 (final citation pending). [Q1](#)

The employee will receive as many days of administrative leave as required to abide by the public health guidance, mandates, and requirements issued by the Ill. Dept. of Public Health, unless a longer period has been negotiated with the exclusive bargaining representative.

As a condition of being granted COVID-19 paid administrative leave, an employee shall provide all documentation necessary to substantiate the employee's eligibility for the leave, as requested by the Superintendent or designee. [PRESSPlus7](#) An employee who is on COVID-19 paid administrative leave will receive the employee's regular rate of pay; the leave will not diminish any other leave or benefits of the employee. Employees may not accrue COVID-19 paid administrative leave.

LEGAL REF.:

105 ILCS 5/10-20.83 (final citation pending), 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.

~~10 ILCS 5/13-2.5.~~

~~105 ILCS 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.~~

10 ILCS 5/13-2.5, Election Code.

[330 ILCS 61/](#), Service Member Employment and Reemployment Rights Act.

[820 ILCS 147/](#), School Visitation Rights Act.

[820 ILCS 154/](#), Child Bereavement Leave Act.

[820 ILCS 180/](#), Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

Questions and Answers:

***Required Question 1. Does the board require fully vaccinated employees to participate in a district COVID-19 testing program?

No. (Default)

Yes. (IASB will add "and participate in the District's COVID-19 testing program" to the end of this sentence.)

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/24-6, amended by P.A. 102-697, requires districts to return sick leave used by a fully vaccinated teacher for a qualifying COVID-19 related reason during the 2021-2022 school year, provided the teacher was "fully vaccinated against COVID-19" by 5-10-22. The law prohibits districts from rescinding the returned sick leave in the event the definition of "fully vaccinated against COVID-19" is later updated by the Centers for Disease Control and Prevention (CDC) or the Ill. Dept. of Public Health (IDPH) to include recommended booster doses. **Issue 110, October 2022**

PRESSPlus 2. Updated in response to the Family Child Bereavement Act, 820 ILCS 154/, amended by P.A. 102-1050, eff. 1-1-23, expanding the entitlement to unpaid bereavement leave to *covered family members*, and to include absences related to unsuccessful pregnancies and adoptions. The employer may require reasonable documentation as specified in 105 ILCS 154/10(d), amended by P.A. 102-1050, eff. 1-1-23, but may not require that an employee identify which specific category under item (4) in the first paragraph of this subhead pertains to the leave. **Issue 110, October 2022**

PRESSPlus 3. *Domestic partner*, when used to refer to an unmarried employee, includes: (1) the person recognized as the domestic partner of the employee under any domestic partnership or civil union law of a state or political subdivision of a state, or (2) an unmarried adult who is in a committed, personal relationship with the employee, who is not a domestic partner as described in item (1) and who the employee designates as that employee's domestic partner. 820 ILCS 154/5, amended by P.A. 102-1050, eff. 1-1-23. **Issue 110, October 2022**

PRESSPlus 4. Note the term *Significant Event* does not appear in the statute; it is included in this policy text as a shorthand term to refer to those events listed in 820 ILCS 154/10(a)(4). **Issue 110, October 2022**

PRESSPlus 5. Required by 105 ILCS 5/10-20.83 (final citation pending), added by P.A. 102-697. Whether some or all of the COVID-19 related reasons listed in 105 ILCS 5/10-20.83(b) and (c) (final citation pending) apply will depend upon current health guidance and/or rules. The law requires that this leave also be provided retroactively to an employee for a qualifying reason *prior* to 4-5-22 if the employee was fully vaccinated by 5-10-22. The law prohibits districts from rescinding the paid leave if the definition of "fully vaccinated against COVID-19" is later updated by the CDC or IDPH to include recommended booster doses.

Consult the board attorney for guidance about whether the board must accommodate an employee's religion or disability by exempting the employee from the COVID-19 vaccination prerequisite in 105 ILCS 5/10-20.83 (final citation pending), added by P.A. 102-697, and/or if the board and union may agree that this leave will extend to all unvaccinated employees. Title VII of the Civil Rights Act of 1964 requires employers to accommodate an employee's sincere religious objection to an employer vaccination requirement unless doing so would be an "undue hardship" on the employer. 42 U.S.C §2000e(j). Similarly, the Americans with Disabilities Act requires an employer to exempt an employee with a disability (including pregnancy-related disability) from a safety-related standard, such as a vaccination requirement, unless the employee poses a *direct threat* to the health or safety of the employee or others while on the job. 29 C.F.R. §1630.2(r). See also the U.S. Equal Employment Opportunity Commission guidance document, *What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws*, at: www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws. **Issue 110, October 2022**

PRESSPlus 6. "Fully vaccinated against COVID-19" means: (1) two weeks after receiving the second dose in a two-dose series of a COVID-19 authorized for emergency use, licensed, or otherwise approved by the U.S. Food and Drug Administration (FDA), or (2) two weeks after receiving a single dose of a COVID-19 vaccine authorized for emergency use, licensed, or otherwise approved by the FDA. If the Centers for Disease Control and Prevention (CDC) later revises the definition of "fully vaccinated against COVID-19" to include booster doses, and the Ill. Dept. of Public Health (IDPH) adopts the CDC's revised definition, then employees will have five weeks after IDPH's action to receive a booster (if eligible) to remain eligible for COVID-19 paid administrative leave. 105 ILCS

5/10-20.83(g) (final citation pending), added by P.A. 102-697. **Issue 110, October 2022**

PRESSPlus 7. This sentence is optional. 105 ILCS 5/10-20.83(d) (final citation pending), added by P.A. 102-697. It is a best practice for boards to require appropriate documentation to verify employee eligibility for the leave benefit. **Issue 110, October 2022**

Document Status: District Use Only

EDUCATIONAL SUPPORT PERSONNEL

5:280 Duties and Qualifications

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to Board of Education policies as they may be changed from time-to-time at the Board's sole discretion.

Paraprofessionals

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE).

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals, and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules.

Nonlicensedcertificated and Unlicensed [PRESSPlus1](#) Personnel Working with Students and Performing Non-Instructional Duties

Nonlicensedcertificated and unlicensed personnel performing non-instructional duties may be used:

1. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media, e.g., computers, video, and audio, detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities or for school activities connected to the academic program during any time in which the Governor has declared a disaster due to a public health emergency, in accordance with ISBE rule. [PRESSPlus2](#)
or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a nonlicensedcertificated person from serving as a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval.

Coaches and Athletic Trainers

Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automatic External Defibrillator user according to rules adopted by the Illinois Department of Public Health. Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act, be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer, or otherwise be qualified to perform athletic trainer activities under State law.

Bus Drivers

All school bus drivers must have a valid school bus driver permit. The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver, that the bus driver permit holder has been called to active duty. New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, *Hiring Process and Criteria* and Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.

LEGAL REF.:

[34 C.F.R. §200.58](#).

[105 ILCS 5/10-22.34](#), [5/10-22.34a](#), and [5/10-22.34b](#).

[625 ILCS 5/6-104](#) and [5/6-106.1](#), [Ill. Vehicle Code](#).

[23 Ill.Admin.Code §§1.280](#), [1.630](#), and [25.510](#).

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers), 7:305 (Student Athlete Concussions and Head Injuries)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 23 Ill.Admin.Code §1.630(c), amended at 45 Ill.Reg. 9446. **Issue 110, October 2022**

PRESSPlus 2. Updated in response to 23 Ill.Admin.Code §1.630(c), amended at 45 Ill.Reg. 9446 by P.A 102-894. **Issue 110, October 2022**

Document Status: District Use Only

EDUCATIONAL SUPPORT PERSONNEL

5:320 Evaluation

Please refer to the following current agreement:

"Agreement Between the Classified Employees Association of Lisle and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."

For employees not covered by this agreement:

The Superintendent and designee are responsible for designing and implementing a program for evaluating the job performance of each educational support staff member according to standards contained in Board of Education policies as well as in compliance with State law and any applicable employee handbook [PRESSPlus1](#) and/or collective bargaining agreement. The standards for the evaluation program shall include, but not be limited to:

1. Each employee shall be evaluated annually, preferably before the annual salary review.
2. The direct supervisor shall provide input.
3. The employee's work quality, promptness, attendance, reliability, conduct, judgment, and cooperation shall be considered.
4. The employee shall receive a copy of the annual evaluation.
5. All evaluations shall comply with State and federal law and any applicable employee handbook and/or collective bargaining agreement.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:150 (Personnel Records)

ADOPTED: August 28, 2017

PRESSPlus Comments

PRESSPlus 1. Updated in response to a Policy Reference Manual (PRM) five-year review. **Issue 110, October 2022**

Document Status: District Use Only

EDUCATIONAL SUPPORT PERSONNEL

5:330 Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, [PRESSPlus1](#) Vacation, Holidays, Personal Leave, General Unpaid Leaves, Child Care Leave, Association Leave, Accident or Injury Leave, Family Medical Leave

Please refer to the following current agreement:

"Agreement Between the Classified Employees Association of Lisle and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."

Leave to Serve as a Trustee of the Ill. Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with ~~105 ILCS 5/24-6.3~~ State law.

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leave for Service in the Military.
2. Leave for Service in the General Assembly.
3. School Visitation Leave
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
5. FamilyChild Bereavement Leave. [PRESSPlus2](#)
6. Leave to serve as an election judge.
7. COVID-19 Paid Administrative Leave. [PRESSPlus3](#)

LEGAL REF.:

105 ILCS 5/10-20.7b, 5/10-20.83 (final citation pending), 5/24-2, ~~and 5/24-6~~, and 5/24-6.3.

10 ILCS 5/13-2.5, Election Code.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147, School Visitation Rights Act.

[820 ILCS 154/](#), Child Bereavement Leave Act.

[820 ILCS 180/](#), Victims' Economic Security and Safety Act.

School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist.1987); *Elder v. Sch. Dist. No.127 1/2*, 60 Ill.App.2d 56 (1st Dist.1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/24-6, amended by P.A. 102-697, requires districts to return sick leave used by a fully vaccinated teacher for a qualifying COVID-19 related reason during the 2021-2022 school year, provided the teacher was "fully vaccinated against COVID-19" by 5-10-22. The law prohibits districts from rescinding the returned sick leave in the event the definition of "fully vaccinated against COVID-19" is later updated by the Centers for Disease Control and Prevention (CDC) or the Ill. Dept. of Public Health (IDPH) to include recommended booster doses. **Issue 110, October 2022**

PRESSPlus 2. Updated in response to the ~~Family~~ Child Bereavement Act, 820 ILCS 154/, amended by P.A. 102-1050, eff. 1-1-23. **Issue 110, October 2022**

PRESSPlus 3. Required by 105 ILCS 5/10-20.83 (final citation pending), added by P.A. 102-697. **Issue 110, October 2022**

Document Status: District Use Only

INSTRUCTION

6:15 School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Ill. State Board of Education (ISBE) prepared *State Goals for Learning with accompanying Illinois and PRESSPlus1 Learning Standards*.

The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and ISBE rules, and continuously keep the Board informed:

1. Prepare and submit each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.
2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE.
3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation.
4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
5. In accordance with [105 ILCS 5/2-3.153](#), annually administer a climate survey on the instructional environment within the school to, at minimum, students in grades 4 through 12 and teachers.

The Superintendent shall make regular assessment reports to the Board, including projections whether the District and each school is or will be making adequate yearly progress as defined in State law. The Superintendent shall seek Board approval for each District and/or school improvement plan and otherwise when necessary or advisable.

LEGAL REF.:

[105 ILCS 5/2-3.25](#), [5/2-3.25a](#), [5/2-3.25b](#), [5/2-3.25c](#), [5/2-3.25d-5](#), [5/2-3.25e-5](#), [5/2-3.25f](#), [5/2-3.25f-5](#), [5/2-3.63](#), [5/2-3.64a-5](#), [5/2-3.153](#), [5/10-17a](#), [5/10-21.3a](#), and [5/27-1](#).

[23 Ill.Admin.Code Part 1](#), Subpart A: Recognition Requirements.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 23 Ill.Admin.Code §1, Appendix D, amended at 45 Ill.Reg. 13180. **Issue 110, October 2022**

Document Status: District Use Only

INSTRUCTION

6:20 School Year Calendar and Day

School Calendar

The Board of Education, upon the Superintendent's recommendation and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance.

Commemorative Holidays

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in the School Code to study and honor the commemorated person or occasion. The Board may, from time to time, designate a regular school day as a commemorative holiday.

School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements. The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance.

LEGAL REF.:

105 ILCS 5/10-19, 5/10-19.05, 5/10-20.56, 5/10-20.46, 5/10-30, 5/18-12, 5/18-12.5, 5/24-2, 5/27-3, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1, and 5/27-20.2, ~~and 20/1~~. [PRESSPlus1](#)

10 ILCS 5/11-4.1, Election Code.

5 ILCS 490/, State Commemorative Dates Act.

23 Ill.Admin.Code §1.420(f).

Metzl v. Leininger, 850 F.Supp. 740 (N.D. Ill. 1994), *aff'd* by 57 F.3d 618 (7th Cir. 1995).

CROSS REF.: 2:20 (Powers and Duties of the Board of Education; Indemnification), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 7:90 (Release During School Hours)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: District Use Only

INSTRUCTION

6:250 Community Resource Persons and Volunteers

The Board of Education encourages the use of resource persons and volunteers to: (1) increase students' educational attainment; (2) provide enrichment experiences for students; (3) increase the effective utilization of staff time and skills; (4) give more individual attention to students; and (5) promote greater community involvement.

Resource persons and volunteers may be used:

1. For non-teaching duties not requiring instructional judgment or evaluation of students;
2. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
3. To assist with academic programs under a ~~certificated~~ licensed [PRESSPlus1](#) teacher's immediate supervision;
4. To assist in times of violence or other traumatic incidents within the District by providing crisis intervention services to lessen the effects of emotional trauma on staff, students, and the community, provided the volunteer meets the qualifications established by the Ill. School Crisis Assistance Team Steering Committee;
5. As a guest lecturer or resource person under a ~~certificated~~ licensed teacher's direction and with the administration's approval; or
6. As supervisors, chaperones, or sponsors for academic and/or non-academic school activities, including but not limited to, field trips.

The Superintendent shall follow Board policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, to establish procedures for securing and screening resource persons and volunteers. A person who is a *sex offender*, as defined by the Sex Offender Registration Act, or a *violent offender against youth*, as defined in the Murderer and Violent Offender Against Youth Registration Act, is prohibited from being a resource person or volunteer. All volunteer coaches must comply with the requirement to report hazing in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.:

[105 ILCS 5/10-22.34](#), [5/10-22.34a](#), and [5/10-22.34b](#).

[720 ILCS 5/12C-50.1](#), Failure to Report Hazing.

[730 ILCS 150/1](#) *et seq.*, Sex Offender Registration Act.

[730 ILCS 152/101](#) *et seq.*, Sex Offender Community Notification Law.

[730 ILCS 154/75](#) *et seq.*, Murderer and Violent Offender Against Youth Community Notification Law.

[730 ILCS 154/101](#) *et seq.*, Murderer and Violent Offender Against Youth Registration Act.

CROSS REF.: 4:170 (Safety), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:280 (Duties and Qualifications), 8:30 (Visitors to and

Conduct on School Property), 8:95 (Parental Involvement), 6:240 Field Trips and Recreational Class Trips

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b, amended by P.A. 102-894. **Issue 110, October 2022**

Document Status: District Use Only

INSTRUCTION

6:255 Assemblies and Ceremonies

Assemblies must be approved by the Superintendent or designee and be consistent with the District's educational objectives.

While the District respects an individual's brief, quiet, personal religious observance(s), [PRESSPlus1](#) it shall not endorse or otherwise promote invocations, benedictions, and group prayers at any school assembly, ceremony, or other school-sponsored activity.

LEGAL REF.:

[Lee v. Weisman](#), 505 U.S. 577 (1992).

[Santa Fe Independent Sch. Dist. v. Doe](#), 530 U.S. 290 (2000).

[Kennedy v. Bremerton Sch. Dist.](#), 142 S.Ct. 2407 (2022).

[Jones v. Clear Creek Independent Sch. Dist.](#), 930 F.2d 416 (5th Cir. 1991), *cert. granted, judgement vacated*, 505 U.S. 1215 (1992), *remand*, 977 F.2d 963, *reh'g denied*, 983 F.2d 234 (5th Cir. 1992), and *cert. denied*, 508 U.S. 967 (1993).

CROSS REF.: 6:70 (Teaching About Religion), 6:80 (Teaching About Controversial Issues)

PRESSPlus Comments

PRESSPlus 1. Updated in response to [Kennedy v. Bremerton Sch. Dist.](#), 142 S.Ct. 2407 (2022), where the Supreme Court held that a football coach had a right to pray on the 50-yard line after games, even though still on duty, because he was engaged in a "brief, quiet, personal religious observance doubly protected by the Free Exercise and Free Speech Clauses of the First Amendment." Consult the board attorney if considering a policy or practice of prohibiting employees from engaging in private prayer in the presence of students. **Issue 110, October 2022**

Document Status: District Use Only

INSTRUCTION

6:260 Complaints About Curriculum, Instructional Materials, and Programs

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum pursuant to Board of Education policy 7:15, *Student and Family Privacy Rights*.

~~Persons~~ Parents/guardians, employees, and community members ^{PRESSPlus1} who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy ~~should~~ ^{may} file a complaint with any District Complaint Manger following ~~using~~ Board policy 2:260, *Uniform Grievance Procedure*.

~~Persons~~ Parents/guardians, employees, and community members with ~~all~~ other suggestions or complaints about curriculum, instructional materials, or programs should contact the building principal and complete a Curriculum Objection Form. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a *Curriculum Objection Form*. The Superintendent or designee shall establish criteria for the review of objections and inform the parent/guardian, employee, or community member, as applicable, of the District's decision. ^{PRESSPlus2}

LEGAL REF.:

[20 U.S.C. §1232h](#), Protection of Pupil Rights Amendment.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

PRESSPlus Comments

PRESSPlus 1. Updated to limit the scope of complainants in this policy to parents/guardians, employees, and community members in alignment with sample **PRESS** policy 2:260, *Uniform Grievance Procedure*. **Issue 110, October 2022**

PRESSPlus 2. Optional sentence; updated in response to **PRESS** Advisory Board (PAB) member feedback regarding the need for districts to have processes in place to address an increasing number of curriculum objections. It strengthens the policy's connection to IASB's *Foundational Principles of Effective Governance*. See www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance. For criteria that can be used in reviewing curriculum objections, see sample administrative procedure, 6:260-AP, *Responding to Complaints About Curriculum, Instructional Materials, and Programs*, available at **PRESS** Online by logging in at www.iasb.com. **Issue 110, October 2022**

Document Status: District Use Only

INSTRUCTION

6:310 High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students

Credit for Non-District Experiences

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

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses
4. College or high school courses offering dual credit at both the college and high school level
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program
7. Credit earned in a Vocational Academy

The student must seek approval from the Building Principal~~Superintendent~~ or designee to receive graduation credit for any non-District course or experience. The Building Principal~~Superintendent~~ or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Building Principal~~Superintendent~~ or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. When applicable, the Building Principal or designee shall, prior to the first day of class, inform individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the community college's criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course. [PRESSPlus1](#)
This section does not govern the transfer of credits for students transferring into the District.

Substitutions for Required Courses

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

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

provided by the District.

Registered Apprenticeship Program. The Building PrincipalSuperintendent or designee will ensure that the District complies with State law requirements for registered apprenticeship programs. The opportunities and requirements for registered apprenticeship programs contained in this policy will be posted on the District's website, and parents/guardians and students will also be notified of such opportunities in the appropriate school handbook(s).

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

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

Substitutions for physical education. A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal or designee to be excused from physical education courses for the reasons stated below. The Building PrincipalSuperintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

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

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

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

Re-Entering Students

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or

an equivalency certificate, subject to the limitations in Board policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

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

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

LEGAL REF.:

105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/2-3.142, 5/2-3.175, 5/10-22.43a, [5/10-20.62](#), 5/27-6, 5/27-22.3, and 5/27-22.05.

[110 ILCS 27/](#), Dual Credit Quality Act.

[23 Ill.Admin.Code §§1.425\(e\)](#), [1.440\(f\)](#), [1.470\(c\)](#), and [Part 255](#).

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

PRESSPlus Comments

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

Partnership agreements for dual credit programs that are entered into, amended, renewed, or extended after 1-1-23, must allow high school students who do not otherwise meet the community college's academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school credit. 110 ILCS 27/16.5(a), added by P.A. 102-1077, eff. 1-1-23. **Issue 110, October 2022**

Document Status: District Use Only

INSTRUCTION

6:340 Student Testing and Assessment Program

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

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

1. Administers to students all standardized assessments required by the Illinois State Board of Education (ISBE) and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment.
3. Conform to the schedule required by State law. It may include testing students in grades not required by State law to be tested.
4. Be uniformly applied to all students who are required to be tested, including: (a) students in a State approved transitional bilingual education or transitional program, and (b) students who have an Individualized Educational Plan (IEP).
5. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See policy 6:280, *Grading and Promotion*.
6. Emphasize professional testing practices.

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

LEGAL REF.:

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act.

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

105 ILCS 5/2-3.63, 5/2-3.64a-5, 5/2-3.64a-10, [5/2-3.64a-15](#), 5/2-3.107, 5/2-3.153, 5/10-17a, 5/22-82, and 5/27-1. [PRESSPlus1](#)

23 Ill. Admin. Code [§§1.30\(b\)](#) and [§375.10](#).

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

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: District Use Only

INSTRUCTION

6:60 Curriculum Content

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

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention including the dangers of any addictive medication, such as but not limited to opioids ~~abuse~~. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.
3. Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, and railroad crossings and their approaches, and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.
4. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
5. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
6. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of

which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.

7. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
8. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades will include educating students about behaviors that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
9. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
10. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.
11. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law, including a developmentally appropriate consent education curriculum pursuant to [105 ILCS 5/27-9.1b](#).
12. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
13. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
14. In grades 9 through 12, a unit of instruction about the process of naturalization by which a foreign citizen or foreign national becomes a U.S. citizen that includes content from the components of the naturalization test administered by the U.S. Citizenship and Immigration Services.

15. Beginning in the fall of 2022, in grades 9 through 12, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject.
16. Beginning in the fall of 2022, in grades 9 through 12, a unit of instruction on media literacy that includes, but is not limited to, all of the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason.
17. Beginning in the fall of 2023, in grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. *Computer science* means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or accessing the Internet.
18. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
19. In all schools, United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBTQ) people in the history of the U.S. and Illinois, and (g) Illinois history, and (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America.(g) Illinois history.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

19. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
21. In all schools, the curriculum includes instruction as determined by the Superintendent or

designee on the history, struggles, and contributions of women.

22. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
24. Beginning in the fall of 2022, in all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.
25. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

LEGAL REF.:

[Pub. L. No. 108-447](#), Section 111 of Division J, Consolidated Appropriations Act of 2005.

[Pub. L. No. 110-385](#), Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.

[47 C.F.R. §54.520](#).

[5 ILCS 465/3](#) and [465/3a](#).

[20 ILCS 2605/2605-480](#).

105 ILCS 5/2-3.80(e) and (f), 5/10-20.73-79 (final citation pending), 5/10-23.13, 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.08, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-20.8, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-23.11, 5/27-23.15, [5/27-23.16](#), 5/27-24.1, and 5/27-24.2. [PRESSPlus1](#)

[105 ILCS 110/3](#), Comprehensive Health Education Program.

[105 ILCS 435/](#), Vocational Education Act.

[625 ILCS 5/6-408.5](#), Ill. Vehicle Code.

[23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440](#).

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 6:310 (Credit for Alternative Courses and Programs, and Course Substitutions), 7:15 (Student and Family Privacy Rights), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior); 7:260 (Exemption from Physical Education), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: District Use Only

INSTRUCTION

6:65 Student Social and Emotional Development

Social and emotional learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent or designees shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-and-culturally appropriate classroom instruction, District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Staff development and training to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.
7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

LEGAL REF.:

Children's Mental Health Act of 2003, 405 ILCS 49/.[PRESSPlus1](#)

CROSS REF.: 1:30, (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: District Use Only

STUDENTS

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering pre-school, kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grades 6 and 12.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was risk-assessed or screened for lead poisoning.
5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papillomavirus (HPV) and HPV-related cancers and the availability of the HPV vaccine.
6. The District will provide informational materials regarding influenza, influenza vaccinations, meningococcal disease, and meningococcal vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and

immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second, sixth, and ninth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second, sixth, or ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written

verification.

3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board of Education policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.:

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

105 ILCS 5/27-8.1 and 45/1-20.

410 ILCS 45/7.1, Lead Poisoning Prevention Act. [PRESSPlus1](#)

410 ILCS and 315/2e, Communicable Disease Prevention Act.

23 Ill.Admin.Code §1.530.

77 Ill. Admin.Code Part 664, Socio-Emotional and Developmental Screening.

77 Ill.Admin.Code Part 665, Child and Student Health Examination and Immunization.

77 Ill.Admin.Code Part 690, Control of Communicable Diseases.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: District Use Only

STUDENTS

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

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

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

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

Definitions from 105 ILCS 5/27-23.7

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

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

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

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

Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to

maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

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

Bullying Prevention and Response Plan

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

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

the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

Jen Law, Dir. of Student Services,
jlaw@lisle202.org

Phone: 630-493-8005

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Complaint Manager:

Jeff Howard, Principal Lisle High School,
jhoward@lisle202.org

Phone: 630-493-8301

Dave Kearney, Principal Lisle Junior High,
dkearney@lisle202.org

Phone: 630-493-8201

Jill Schreiber, Principal Lisle Elementary,
jschreiber@lisle202.org

Phone: 630-493-8101

Anonymous Reporting:

Jen Law, Dir. of Student Services,
jlaw@lisle202.org

Phone: 630-493-8005

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4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - b. Involving appropriate school support personnel and other staff persons

with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.

- c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
- d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where

applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.

11. Pursuant to State law and policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

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

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

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

ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 2:265, *Title IX Sexual Harassment Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
 - c. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - d. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - e. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - f. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
 - g. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - h. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - i. 7:310, *Restrictions on Publications; Elementary Schools*, and 7:315, *Restrictions on Publications; High Schools*. These policies prohibit students from and provide consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
13. The ~~Superintendent~~ Superintendent, Building Principal or designee shall fully inform staff members of the District's goal to prevent students from

engaging in bullying and the measures being used to accomplish it. This includes each of the following:

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

LEGAL REF.:

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

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

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

23 Ill.Admin.Code §§1.240, ~~and §1.280~~, and 1.295. [PRESSPlus1](#)

CROSS REF.: 1:30 (School District Philosophy), 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (~~Food Allergy~~ [Anaphylaxis Prevention, Response, and Management Program](#)), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: District Use Only

STUDENTS

7:250 Student Support Services

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools. [PRESSPlus1](#) The following student support services may be provided by the School District:

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease or infestation.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent/guardian must consent to regular or continuing services from a social worker.
4. Guidance and school counseling services.
5. ~~A liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools.~~

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health needs that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such needs.

Erin's Law Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors, [PRESSPlus2](#) along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

This policy shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, [42 U.S.C. §12101](#) *et seq.*

LEGAL REF.:

105 ILCS 5/10-23.13(b), 5/10-20.59, and 5/21B-25(G).

405 ILCS 49/, Children's Mental Health Act ~~of 2003~~.

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students),

7:280 (Communicable and Chronic Infectious Diseases), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. Required by 105 ILCS 5/10-20.59, amended by P.A. 102-199. **Issue 110, October 2022**

PRESSPlus 2. Updated to align with *Erin's Law*, 105 ILCS 10-23.13, amended by P.A. 102-610. **Issue 110, October 2022**

Document Status: District Use Only

STUDENTS

7:285 Anaphylaxis Prevention, Response, and Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger anaphylaxis. Students at risk for anaphylaxis benefit from a Board of Education policy that coordinates a planned response in the event of an anaphylactic emergency. Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat. A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can also occur up to one to two hours after exposure to the allergen.

While it is not possible for the District to completely eliminate the risks of an anaphylactic emergency when a student is at school, an Anaphylaxis Prevention, Response, and Management Program using a cooperative effort among students' families, staff members, students, health care providers, emergency medical services, and the community helps the District reduce these risks and provide accommodations and proper treatment for anaphylactic reactions.

The Superintendent or designee shall develop and implement an Anaphylaxis Prevention, Response, and Management Program for the prevention and treatment of anaphylaxis that:

1. Fully implements the Ill. State Board of Education (ISBE)'s model policy required by the School Code that: (a) relates to the care and response to a person having an anaphylaxis reaction, (b) addresses the use of epinephrine in a school setting, (c) provides a full food allergy and prevention of allergen exposure plan, and (d) aligns with [105 ILCS 5/22-30](#) and [23 Ill.Admin.Code §1.540](#).
2. Ensures staff members receive appropriate training, including: (a) an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management, and (b) training required by law for those staff members acting as *trained personnel*, as provided in [105 ILCS 5/22-30](#) and [23 Ill.Admin.Code §1.540](#).
3. Implements and maintains a supply of undesignated epinephrine in the name of the District, in accordance with policy 7:270, *Administering Medicines to Students*.
4. Follows and references the applicable best practices specific to the District's needs in the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* and the *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*.
5. Provides annual notice to the parents/guardians of all students to make them aware of this policy.
6. Complies with State and federal law and is in alignment with Board policies.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board monitors reviews and makes any necessary updates to this policy at least once every three years by conducting a review

and reevaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its reevaluation and assessment of this policy's outcomes and effectiveness. Any updates will reflect any necessary and appropriate revisions. review and any necessary updates. [PRESSPlus1](#)

LEGAL REF.:

105 ILCS 5/2-3.190~~82~~, 5/10-22.39(e), and 5/22-30.

[23 Ill.Admin.Code §1.540.](#)

Anaphylaxis Response Policy for Illinois Schools, published by ISBE.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips and Recreational Class Trips), 7:180 (Prevention of and Response to Bullying, Intimidation and Harassment), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100 (Relations with Other Organizations and Agencies)

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 110, October 2022**

Document Status: District Use Only

STUDENTS

7:290 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the [School Code Section 5/2-3.166\(c\)\(2\)-\(7\)](#). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements [105 ILCS 5/2-3.139](#) and [105 ILCS 5/27-7](#) (requiring education for students to develop a sound mind and a healthy body).
 - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under [105 ILCS 5/3-14.8](#) (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - a. The training required by [105 ILCS 5/10-22.39](#) for licensed school personnel and administrators who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:
 - a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and [405 ILCS 49/15\(b\)](#) (requiring student social

- and emotional development in the District's educational program);
- b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
 - c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
 - d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and [105 ILCS 5/10-22.24a](#) and [22.24b](#), which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
 - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
 - f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
 - g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act of 2003, [405 ILCS 49/](#) (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
 - h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
 5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
 6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District. Student identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the [Student Confidential Reporting Act, 5 ILCS 860/](#), Children's Mental Health Act ~~of 2003~~, [405 ILCS 49/](#), Mental Health and Developmental Disabilities Confidentiality Act, [740 ILCS 110/](#), and the Individuals with Disabilities Education Act, [42 U.S.C. §12101](#) *et seq.*

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.:

[42 U.S.C. § 1201](#) *et seq.* Individuals with Disabilities Education Act.

105 ILCS 5/2-3.166, 105 ILCS 5/2-3.139, 5/3-14.8, 5/10-20.76~~3~~ (final citation pending), [5/10-20.81](#), 5/10-22.24a, 5/10-22.24b, 5/10-22.39, ~~5/10-20.75~~ (final citation pending), 5/14-1.01 *et seq.*, 5/14-7.02, and 5/14-7.02b, 5/27-7. [PRESSPlus1](#)

[5 ILCS 860/](#), [Student Confidential Reporting Act.](#)

[405 ILCS 49/](#), Children's Mental Health Act ~~of 2003~~.

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

[745 ILCS 10/](#), Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: District Use Only

STUDENTS

7:340 Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

State and federal law grants students, ~~and~~ parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, [PRESSPlus1](#) certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, the District discloses school student records without parent/guardian consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

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

Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique

behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the parent/guardian or the student (if over the age of 18). Upon a student's 18th birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

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

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the parent/guardian or the student (if over the age of 18). Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

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

LEGAL REF.:

20 U.S.C. §1232g, Family Educational Rights and Privacy Act, ~~implemented by~~ 34 C.F.R. Part 99.

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

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

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

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

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

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

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

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

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

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 10/5(a), amended by P.A. 102-199. The Ill. School Student Records Act does not give Ill. Dept. of Children and Family Services representatives the right to challenge student records. 105 ILCS 10/7. **Issue 110, October 2022**

Document Status: District Use Only

STUDENTS

7:50 School Admissions and Student Transfers To and From Non-District Schools

Age

To be eligible for admission to Kindergarten, a child must be 5 years old on or before September 1 of that school term. Children who enter first grade must be 6 years of age on or before September 1 of that school term. Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be 6 years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at 3 years of age. Early entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*.

Admission Procedure

All students must register for school each year on the dates and at the place determined designated by the Superintendent or designee.

Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Building Principal shall immediately notify the local law enforcement agency and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case shall be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Principal shall so refer the case. The Principal shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade

level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

Homeless Children

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

Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law. [PRESSPlus1](#)

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Foreign Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa may be required to pay tuition.

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

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

Re-enrollment

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

Section 504.

LEGAL REF.:

[8 U.S.C. §1101](#), Illegal Immigrant and Immigrant Responsibility Act of 1996.

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act.

[20 U.S.C. §1400](#) *et seq.*, Individuals With Disabilities Education Improvement Act.

[29 U.S.C. §794](#), Rehabilitation Act of 1973, Section 504.

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

[105 ILCS 5/2-3.13a](#), [5/10-20.12](#), [5/10-20.59](#), [5/10-22.5a](#), [5/14-1.02](#), [5/14-1.03a](#), [5/26-1](#), [5/26-2](#), [5/27-8.1](#).

[105 ILCS 10/8.1](#), Ill. School Student Records Act.

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

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

[325 ILCS 50/](#), Missing Children Records Act.

[325 ILCS 55/](#), Missing Children Registration Law.

[410 ILCS 315/2e](#), Communicable Disease Prevention Act.

[20 Ill.Admin.Code Part 1290](#), Missing Person Birth Records and School Registration.

[23 Ill.Admin.Code Part 226](#), Special Education.

[23 Ill.Admin.Code Part 375](#), Student Records.

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

PRESSPlus Comments

PRESSPlus 1.

| PRESS 110, For 2022-12-19 BOE Meeting | | | | |
|---|--|---|---|---|
| Policy | Comments and Question for Board Member Discussion If not changes, please indicate "Accept as Is". | PRESS Q&A (Either include your answer in your response or provide at meeting) | Questions for Administration | Meeting Notes |
| 5:250 Leaves of Absence | Randee: ok with proposed changes Steve: Accept As Is Dan:Accept as is | ***Required Question 1. Does the board require fully vaccinated employees to participate in a district COVID-19 testing program? No. (Default) - If employee has proof of vac they do not have to weekly testing (when applicable) Yes. (IASB will add "and participate in the District's COVID-19 testing program" to the end of this sentence.) | Randee: Do we require fully vaccinated employees to participate in a district COVID-19 testing program? No Steve: Accept As Is Pam:Page 33 - Required Question 1. Does admin require fully vaccinated employees to participate in a district COVID-19 testing program? No Page 34 - PRESSPlus 5 - second paragraph - Do we accommodate employees for the exceptions listed? Yes Page 34 - PRESSPlus 6 - How many booster doses are required? Boosters are not required at this time. Page 35 - Does Admin require appropriate documentation? Yes | Decision: Accept changes as presented with the answer of No for the question. |
| 5:280 Duties and Qualifications | Randee: In areas where they list the word "nonlicensed" it should be "non-licensed" or "unlicensed". If it is "unlicensed" the we would need to change the "a" to an "an" in the 3rd section where that word is used. I believe "non" is the appropriate term. Steve: Accept As Is Dan:Accept as is | | Pam:Page 37 - How do we ensure that all bus drivers have a valid school bus driver permit? At the beginning of the school year, and again in January, Dave requests that the transportation providers send copies of the school bus permits for all drivers that transport Lisle students. | Decision: Will go with Non-Dashed in spelling |
| 5:320 Evaluation | Randee: ok with proposed changes Steve: Accept As Is Dan:Accept as is Pam:Page 38 - First paragraph - Should it read "The Superintendent and designees are..."; | | | Decision: Decision to add designees text |
| 5:330 Sick Days, Vacation, Holidays, and Leaves | Randee: ok with proposed changes Steve: Accept As Is Dan:Accept as is Pam:See PRESS 108 for previous questions/comments | | Pam: Page 40 - PRESSPlus 1 - Approximately how many teachers were returned their sick leave for a qualifying COVID-19 related reason during the 2021-2022 SY? 84 | Decision: Accept changes |
| 6:15 School Accountability | Randee: ok with proposed changes Steve: Accept As Is Dan:Accept as is Pam:Page 41 - Should the analysis, index and objectives for each school, as stated under #2 under Quality Assurance, be specified in the building SIP reports? | | Pam: Page 41 - When is the analysis of ISBEs; balanced accountability measure and each school's Multiple Measure Index and corresponding Measurable Objective conducted? Done at the state level .The Multiple Measures Index = Academic Success measures college and career readiness for all students by examining achievement through state assessment scores, measuring student growth from year to year, and attaining sufficient four- and five-year graduation rates. And equity focuses on the same measures but looks specifically at our subgroup's performance on those measures. Subgroups include race/ethnicity, low-income students, students with Individualized Education Programs, and Limited English Proficient students. Once the MMI is established, Annual Measurable Objectives (AMOS) will be calculated. AMOs are new, differentiated targets for schools and districts that measure the degree to which schools and districts are progressing toward having all students considered college and career ready. Data is imbedded in school report cards. We analyze standardized test data for both accountability and growth, including information on subgroups. Data from spring assessments usually becomes available during the summer. | Decision: Accept changes |
| 6:20 School Year Calendar and Day | Randee: ok with proposed changes Steve: Accept As Is Dan:Accept as is Pam:No comment | | | Decision: Accept changes |

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|--|---|--|--|--|
| 6:250 Community Resource Persons and Volunteers | Ranee: ok with proposed changes Steve: Accept As Is Dan:Accept as is | | Pam:Page 44 - #4 - What qualifications have been established by the School Crisis Assistance Team Steering Committee? In times of crisis we do not use volunteers. All crisis support is provided through licensed staff, health care agencies or first responders. | Decision: Accept changes |
| 6:255 Assemblies and Ceremonies | Ranee: ok with proposed changes Steve: Accept As Is Dan:Accept as is Pam:Page 46 - PRESSPlus 1 - Should discuss whether the Board is interested in considering any prohibitive policy. | | | Decision: Accept changes |
| 6:260 Complaints About Curriculum, Instructional Materials, and Programs | Ranee: ok with proposed changes Steve: Accept As Is Dan:Accept as is Pam: Page 47 - Second paragraph - discuss changing "using" to "following" and insert "with any District Complaint Manager" after "complaint." The end of the sentences would read "may file a complaint with any District Complaint Manager, following Board policy 2:260..." | | Ranee: How does a parent inspect or review instructional materials? Is there a request form? If a parent files a Curriculum Objection form, what process does the district use to make a decision regarding that curriculum Objection? Parents may request any curriculum material from the teacher, department head, or administration by emailing or calling. If there is an objection to instructional materials, the AP for C&I, the Department Head, and/or the teacher will discuss the objection, and if possible, will determine if a substitution could be found that still meets the curricular objectives. If a parent/guardian files a Curriculum Objection - Opt out form, that requests a student be exempt from one of the six specific curriculum topics, the student will be reassigned for the instruction of that topic and will be excused from the material. The six "opt-outs" are: Illinois law prescribes the courses of study and learning standards that all students are expected to learn in grades PK-12 in Illinois public schools. Illinois law allows parents/guardians to request 'opt outs' regarding only six curricular topics, as follows: <ul style="list-style-type: none"> • Comprehensive Sex Education • Family Life Class • HIV/AIDS and sexually transmitted diseases • Avoiding sexual abuse • Instruction on organ/tissue and blood donor and transplantation programs • Animal dissection | Decision: Add Pam's Changes and accept change and add "should contact building principal and complete curriculum form" |
| 6:310 High School Credit for Non-District Experiences; Course Substitutions;Re-Entering Students | Ranee: ok with proposed changes Steve: Accept As Is Dan:Accept as is Pam: Page 48 - Under Credit for Non-District Experiences, second paragraph, discuss changing "approval from the Superintendent or designee" to "approval from the Building Principal or designee...", stated three times throughout the paragraph. This would be consistent with the language proposed with PRESSPlus 1. Page 48 - Under Substitutions for Required Courses, #1 - discuss adding "or designee" after "Building Principal..." Page 49 - Under Registered Apprenticeship Program, 1st sentence - Change "The Superintendent or designee..." to "The Building Principal or designee..." #5 - Add "or designee" after "Building Principal" Under Substitution for physical education, first sentence, add "or designee" after "Building Principal..." In the second sentence, change, "The Superintendent" to "Building Principal..." | | Ranee: Why are substitutions for physical education limited to 12th grade students? Is that a state mandated policy or a district policy? ISBE allows for PE exemptions for academics or ongoing participation in interscholastic athletic program for students in 11 or 12th grade. Steve: Is Dual Enrollment in COD classes (not dual credit) an option? P. 48 Students are allowed to enroll in a college course while enrolled in high school. If the course satisfies a Lisle High School graduation requirement, the administration must approve the course and the earned grade will be included in the gpa computation. A student's schedule would be adjusted to accomodate the course. In the 2022-23 school year, we will offer two dual credit courses. In 2023-34, we will offer 6 courses by expanding to include our World Language Department. Dual credit offerenings are predominately contingent upon staff credentials. Pam:Page 49 - Is the District in the process of pursuing any apprentice program or dual-credit opportunities? We do not currently offer apprenticeships at the high school. Students who attend TCD have expanded opportunities to engage in job shadowing and internships in multiple programs. | Decision: Add Pam's Changes and accept changes. |

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| 6:340 Student Testing and Assessment Program | <p>Randee: ok with proposed changes Steve: Accept As Is Dam: Accept as is</p> <p>Pam: See PRESS 108 for previous questions/comments. One question/response addressed Page 51 - last paragraph - pertaining to which assessments are reported by the District to ISBE (by the 30th day of the school year).</p> | | | Decision: Accept changes |
| 6:60 Curriculum Content | <p>Randee: ok with proposed changes Steve: Accept As Is</p> <p>Pam: See PRESS 108 for previous questions/comments.</p> <p>Page 53 - Under #1, third line, discuss revising "(j)" to replace "including the dangers of opioid abuse" with "including the dangers of any addictive medication, such as but not limited to opioids."</p> | | <p>Pam: Page 53-56 - This list was reviewed by Admin for the E3 committee last year. Since the prior review by Admin for the E3 committee and PRESS 108, on page 54, #15 - How has the intensive instruction in computer literacy been incorporated in grades 9-12. Students are fluent in skills listed in social media literacy and DMS (digital media solutions) areas through routine instruction and use of chromebooks and computers throughout their classes.</p> <p>Page 55, #16 - How has instruction on media literacy been included in grades 9-12? Students are specifically instructed in skills listed under ISOD (Instructional strategies online database) through our Library/Media specialist lessons in various classes throughout their HS career.</p> <p>Page 55, #17 - How will scheduling need to be adjusted to allow for at least one computer class in grades 9-12? Those who elect to take visual art classes and computer science will learn advanced skills. Media literacy is specifically addressed in the American Civics course and in various English classes through direct instruction by the teacher and/or the Library/Media specialist. All students currently have the opportunity to enroll in our Computer Science course. Page 55, #19 - (f) - Is (LGBT) the preferred acronym? The preferred acronym is LGTBQ</p> <p>Page 56, #24 - Since the falls of 2022, how have the events of Asian American history been included in all schools? The social studies department has reviewed curriculum and will incorporate relevant material regarding Asian American contributions into US History and any other appropriate courses.</p> | Decision: Make change suggested by Pam, and change LGBT to LGTBQ and accept PRESS changes. |
| 6:65 Student Social and Emotional Development | <p>Randee: ok with proposed changes Steve: Accept As Is Dan: Accept as is</p> <p>Pam: Page 58 - Second paragraph - Discuss adding "or designees" after "Superintendent"</p> | | <p>Pam: Page 58, #7 - How are the 5Essential survey results or other SEL processes being used to assess baseline information and progress? The freshman cohort has created and administered a survey that measures executive functioning, knowledge and access to social emotional supports and personal emotional management strategies. The results of this survey guide instructional choices for the freshman cohort. In addition all schools use the BESS Screener (SEL Screener) in August and will take it again to see progress in May.</p> | Decision: Make change suggested by Pam and accept PRESS changes. |
| 7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students | <p>Randee: ok with proposed changes Steve: Accept As Is Dan: Accept as is</p> | | <p>Pam: Page 62, under Eye Examination, the last sentence of the 3rd paragraph specifically states, "School shall not exclude a student from attending school due to failure to obtain an eye examination." In the same regard, should we specifically state, "Schools may exclude a student from attending school due to failure to obtain required health examinations and immunizations" (under the health exam and immunization at heading) and "Schools may exclude a student from attending school due to failure to obtain required dental examinations" (under the dental heading)? Bottom of 1st page "unless an exemption or estensions applies, the failure to comply by October 15th = exclusion. Additionally, although 10/15 is the exclusion date, the nurses would like put a greater emphasis on the DUE DATE of "prior to entering". Nurses would like to add : 1) Entering pre-school, kindergarten or the first grade;</p> <p>Page 62, Under Exemptions, #3 and #4, does the District assist the student's parents/guardians in finding access to eye doctors or dentists through programs? Yes</p> | Decision: Accept changes and add to #1 "Entering Pre-School, Kindergarten..." |

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|--|--|--|--|---|
| 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment | <p>Randee: ok with proposed changes Steve: Accept As Is Dan:Accept as is</p> <p>Pam: Page 63, 2nd paragraph, Discuss adding, "cultural practices" after "age" and before "religion" Page 67, #13,Discuss adding, "Building Principal" after "Superintendent" and before "designee"</p> | | | Decision: Add Pam's Changes and accept changes. |
| 7:250 Student Support Services | <p>Randee: ok with proposed changes Steve: Accept As Is Dan:Accept as is</p> <p>Pam: See PRESS 109 for previous questions/comments.</p> <p>Three year monitoring of Board policy 7:285 is already on the Board Planning Calendar</p> | | <p>Pam: Page 69, 1st sentence, who is the Districts' liaison to facilitate enrollment and transfer of IDCFS records at each building? APs for SS</p> <p>Under Erin's Law Counseling, how are each building's Student Support Committees set up and how often do they meet? The Student Support Committee consists of the the Student Services Team (counselors, social worker, school psych, nurse, AP for SS). They communicate on a daily basis and meet as the full team during institute days, professional meeting time and when needed to respond to a crisis.</p> | Decision: Accept changes |
| 7:285 Anaphylaxis Prevention, Response, and Management Program | <p>Randee: ok with proposed changes Steve: Accept As Is Dan:Accept as is</p> <p>Pam:See PRESS 109 for previous questions/comments.</p> <p>Three year monitoring of Board policy 7:285 is already on the Board Planning Calendar</p> | | | Decision: Accept changes |
| 7:290 Suicide and Depression Awareness and Prevention | <p>Randee: In thebottom of the second paragraph on page 73 of 112 "Ann Marie's Lawlisted" Should be "Ann Marie's Law listed"</p> <p>Steve: Accept As Is Dan:Accept as is</p> | | <p>Pam: Page 73, 2nd paragraph - What is our District suicide and depression awareness and prevention program? Are all the required components (1.- 6.) of Anne Marie's Law? All schools use the BESS screener, and implement programs like Learning to Breathe curriculum, and suicide prevention and awareness are covered in health classes.</p> <p>Page 74 - Under Illinois Suicide Prevention Strategic Planning Committee - Has the District developed a relationship with the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance? What community health agency's do we have a relationship with and when did we last discuss the goals and objectives listed? Outside presenters (NAMI) supplement the health curriculum. We work with the local behavioral health facilities (Linden Oaks, Central DuPage Hospital), have a partnership with Referral GPS for families to locate mental health providers, and we partner with Rosecrance and Lutheran Church Charities for support services.</p> <p>Page 74, Information to Staff, Parents/Guardians and Students - How are District employee's notified about this policy? When are parents or legal guardians given a copy of this policy? Student ID cards, the district website, and student planners, have support information and staff are informed of this as well.</p> | Decision: Fix "Lawlisted" and accept changes. |
| 7:340 Student Records | <p>Randee: ok with proposed changes Steve: Accept As Is Dan:Accept as is</p> | | <p>Pam: Page 76 - Last paragraph before Student Biometric Information Collection - Who are the designated official records custodians for each school?</p> <p>What controls in place to ensure that the District/each building complies with the destruction of all collected biometric information? We do not collect any biometric information.</p> | Decision: Accept changes |

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|--|---|--|---|--|
| <p>7:50 School Admissions and Student Transfers To and From Non-District Schools</p> | <p>Randee: ok with proposed changes Steve: Accept As Is Dan:Accept as is</p> <p>Page 79 - Under Admission Procedure, 1st sentence, discuss adding "or designees" after "Superintendent". (If adopted we may want to change "designated" in that sentence to "determined".</p> | | <p>Pam: Page 80 - Under Foster Care Students - Who is our District liaison? Jen Law = District level, APs for SS are building level.</p> <p>Under Foreign Students - Do we currently have any students on an F-1 visa? No</p> | <p>Decision: Add Pam's Changes and accept changes.</p> |
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FOR ACTION

**Lisle Community Unit School District No. 202
Board of Education Meeting
January 23, 2023**

SUBJECT: Designation of Persons to Prepare Tentative Budget for FY2024

BACKGROUND DATA: The School Code of Illinois requires that the Board of Education designates “some person or persons” to prepare the budget in tentative form. The attached resolution designates the Superintendent and Director of Finance to prepare the Tentative Budget for FY2024.

In addition, the proposed FY2024 Budget Calendar is attached for reference.

FINANCIAL IMPACT: N/A

RECOMMENDATION: The Administration recommends that the Board designate the Superintendent and Director of Finance to prepare the FY2024 Tentative Budget.

SUGGESTED MOTION: That the Board of Education approve the resolution designating the Superintendent and Director of Finance to prepare the Tentative Budget for FY2024.

Lisle Community Unit School District 202

RESOLUTION FOR DESIGNATION OF A PERSON OR PERSONS TO PREPARE TENTATIVE BUDGET FOR THE FISCAL YEAR 2024

BE IT RESOLVED, by the school board of School District Number 202 in the County of DuPage, State of Illinois, that the Superintendent and Director of Finance are hereby appointed to prepare a tentative budget for said School District for the fiscal year beginning July 1, 2023, and ending June 30, 2024, which tentative budget shall be filed with the Secretary of this Board.

BOARD OF EDUCATION
LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202
DUPAGE COUNTY, ILLINOIS

By: _____
President, Board of Education

Attest: _____
Secretary, Board of Education

Lisle Community Unit School District No. 202

FY2024 BUDGET CALENDAR

| | |
|--------------------|---|
| November 28, 2022 | Board approves 2022 Tentative Real Estate Tax Levy |
| December 19, 2022 | Board approves 2022 Real Estate Tax Levy |
| January 23, 2023 | Board designates the Superintendent and Director of Finance to prepare the Tentative Budget for FY2024 |
| March 15, 2023 | Budget manuals are distributed to administrators |
| March 20, 2023 | Superintendent makes staffing recommendations to the Board and the Board acts on reduction of staff, if necessary |
| April 28, 2023 | Administrators submit recommended budgets to the Business Office |
| June 26, 2023 | Finance Committee and Board review the first draft of FY2024 Tentative Budget and authorize its placement on public display |
| August 28, 2023 | Finance Committee and Board review updates to the FY2024 Tentative Budget |
| September 25, 2023 | Finance Committee reviews and the Board adopts the FY2024 Budget |

LISLE COMMUNITY UNIT SCHOOL DISTRICT #202
FINANCIAL REPORT
December 2022

| | Total All Funds | Educational | Operations & Maintenance | Debt Services | Transportation | IMRF/Social Security | | Capital Projects | Working Cash | Tort |
|--|----------------------|----------------------|--------------------------|---------------------|---------------------|----------------------|-------------------|---------------------|-------------------|-----------------|
| | | | | | | IMRF | Social Security | | | |
| BEGINNING FUND BALANCE | | | | | | | | | | |
| w/o STUDENT ACTIVITY FUNDS | 19,859,524.57 | 11,758,049.23 | 1,381,567.01 | 183,723.38 | 1,811,560.37 | 214,260.51 | 229,406.24 | 3,467,110.39 | 813,847.44 | 0.00 |
| REVENUES | | | | | | | | | | |
| JULY | 17,828,541.76 | 14,580,580.47 | 1,562,672.20 | 803,632.74 | 395,816.70 | 234,001.07 | 244,660.24 | 1,238.30 | 3,101.20 | 2,838.84 |
| AUGUST | 3,445,724.16 | 2,840,960.47 | 283,574.23 | 141,944.46 | 90,856.28 | 41,448.51 | 43,346.36 | 2,103.54 | 990.51 | 499.80 |
| SEPTEMBER | 12,361,314.47 | 10,148,731.75 | 1,038,496.84 | 529,855.26 | 322,142.67 | 154,342.13 | 161,378.75 | 2,127.54 | 2,369.18 | 1,870.35 |
| OCTOBER | 1,359,139.96 | 1,002,699.31 | 46,914.78 | 18,996.21 | 277,924.13 | 5,567.23 | 5,823.99 | 876.19 | 272.26 | 65.86 |
| NOVEMBER | 427,313.85 | 372,074.08 | 35,862.89 | 8,755.96 | 4,422.00 | 2,572.99 | 2,691.32 | 704.86 | 200.16 | 29.59 |
| DECEMBER | 598,824.90 | 538,271.79 | 37,698.83 | 9,375.46 | 7,577.54 | 2,734.01 | 2,858.45 | 194.03 | 81.97 | 32.82 |
| JANUARY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| FEBRUARY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| MARCH | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| APRIL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| MAY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| JUNE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| SUB-TOTAL | 36,020,859.10 | 29,483,317.87 | 3,005,219.77 | 1,512,560.09 | 1,098,739.32 | 440,665.94 | 460,759.11 | 7,244.46 | 7,015.28 | 5,337.26 |
| EXPENDITURES | | | | | | | | | | |
| JULY | 1,283,647.38 | 828,127.34 | 181,262.70 | 235,625.00 | (4,137.10) | 22,057.16 | 17,873.61 | (0.17) | 0.00 | 2,838.84 |
| AUGUST | 2,000,211.36 | 1,649,583.90 | 233,465.01 | 0.00 | 61,217.95 | 22,097.15 | 16,622.55 | 16,725.00 | 0.00 | 499.80 |
| SEPTEMBER | 2,794,719.00 | 2,371,726.24 | 203,637.77 | 0.00 | 132,956.39 | 35,171.10 | 40,545.37 | 8,811.78 | 0.00 | 1,870.35 |
| OCTOBER | 3,134,425.87 | 2,484,698.56 | 225,860.40 | 0.00 | 262,488.31 | 33,198.32 | 42,234.97 | 85,879.45 | 0.00 | 65.86 |
| NOVEMBER | 3,250,947.55 | 2,580,413.92 | 208,759.58 | 0.00 | 230,347.88 | 33,159.89 | 41,263.92 | 156,972.77 | 0.00 | 29.59 |
| DECEMBER | 4,080,949.06 | 2,246,317.73 | 270,175.04 | 1,260,625.00 | 231,072.10 | 32,570.83 | 40,155.54 | 0.00 | 0.00 | 32.82 |
| JANUARY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| FEBRUARY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| MARCH | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| APRIL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| MAY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| JUNE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| SUB- TOTAL | 16,544,900.22 | 12,160,867.69 | 1,323,160.50 | 1,496,250.00 | 913,945.53 | 178,254.45 | 198,695.96 | 268,388.83 | 0.00 | 5,337.26 |
| ENDING FUND BALANCE | | | | | | | | | | |
| w/o STUDENT ACTIVITY FUNDS | 39,335,483.45 | 29,080,499.41 | 3,063,626.28 | 200,033.47 | 1,996,354.16 | 476,672.00 | 491,469.39 | 3,205,966.02 | 820,862.72 | 0.00 |
| LIABILITIES | 147,391.84 | 52,157.84 | 60,100.00 | 0.00 | 0.00 | 0.00 | 0.00 | 35,134.00 | 0.00 | 0.00 |
| ENDING LIABILITY & FUND BALANCE | 39,482,875.29 | 29,132,657.25 | 3,123,726.28 | 200,033.47 | 1,996,354.16 | 476,672.00 | 491,469.39 | 3,241,100.02 | 820,862.72 | 0.00 |

LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202
MONTHLY TREASURER'S REPORT
December 31, 2022

| | Total All Funds | Educational | Operations & Maintenance | Debt Services | Transportation | IMRF/Social Security | | Capital Projects | Working Cash | Tort |
|---|----------------------|----------------------|--------------------------|-------------------|---------------------|----------------------|-------------------|---------------------|-------------------|----------|
| | | | | | | IMRF | Social Security | | | |
| ISDLAF+/PMA - 101 ACCOUNT | | | | | | | | | | |
| 12/1/22 LIQ Beginning Balance (1121) | 2,880,577.99 | 1,717,811.27 | 284,321.41 | 272,505.52 | (29,172.07) | 38,674.56 | 28,190.71 | 412,162.30 | 156,084.29 | - |
| Monthly Transactions | (2,924,577.54) | (1,750,273.55) | (287,803.44) | (272,728.65) | 26,946.94 | (39,205.99) | (28,738.62) | (415,774.91) | (156,999.32) | - |
| 12/31/22 LIQ Ending Balance (1121) | (43,999.55) | (32,462.28) | (3,482.03) | (223.13) | (2,225.13) | (531.43) | (547.91) | (3,612.61) | (915.03) | - |
| 12/1/22 MAX Beginning Balance (1122) | 2,392,394.29 | 1,739,323.86 | 130,626.64 | 57,317.07 | 332,807.16 | 19,870.14 | 21,056.14 | 73,887.51 | 17,505.77 | - |
| Monthly Transactions | (52,711.05) | (13,136.12) | 54,530.62 | (45,452.40) | (214,485.65) | 8,388.52 | 8,079.35 | 118,213.53 | 31,151.10 | - |
| 12/31/22 MAX Ending Balance (1122) | 2,339,683.24 | 1,726,187.74 | 185,157.26 | 11,864.67 | 118,321.51 | 28,258.66 | 29,135.49 | 192,101.04 | 48,656.87 | - |
| 12/1/22 Investment Beginning Balance (1210) | 37,654,131.59 | 27,347,419.05 | 2,940,772.48 | 1,121,565.79 | 1,915,710.41 | 447,960.81 | 479,509.25 | 2,754,120.10 | 647,073.70 | - |
| Monthly Transactions | (483,882.44) | 76,305.47 | 797.26 | (933,073.35) | (35,951.64) | 980.88 | (16,637.37) | 297,764.57 | 125,931.74 | - |
| 12/31/22 Investment Ending Balance (1210) | 37,170,249.15 | 27,423,724.52 | 2,941,569.74 | 188,492.44 | 1,879,758.77 | 448,941.69 | 462,871.88 | 3,051,884.67 | 773,005.44 | - |
| Total Ending Balance - 101 Account | 39,465,932.84 | 29,117,449.98 | 3,123,244.97 | 200,133.98 | 1,995,855.15 | 476,668.92 | 491,459.46 | 3,240,373.10 | 820,747.28 | - |
| OTHER CASH DEPOSITS | | | | | | | | | | |
| Imprest Fund (1110) | 10,800.00 | 10,000.00 | 500.00 | | 300.00 | | | | | |
| Flex Spending (1150) | 5,000.00 | 5,000.00 | | | | | | | | |
| 12/31/22 Other Cash Deposits Ending Balance | 15,800.00 | 15,000.00 | 500.00 | - | 300.00 | - | - | - | - | - |
| Total Cash, Investments & Deposits | 39,481,732.84 | 29,132,449.98 | 3,123,744.97 | 200,133.98 | 1,996,155.15 | 476,668.92 | 491,459.46 | 3,240,373.10 | 820,747.28 | - |



 David Wilkinson, Treasurer

1/18/23

 Date

Lisle School District 202

Quarterly Financial Update

For the Six Months Ending December 31, 2022

Budget Compared to Actual

The attached report compares revenues and expenditures through December with the adopted budget. Below are some of the highlights of the year-to-date activity:

Revenue:

Local Sources - The District has received 100% of budgeted property taxes through the month of December. Collections from the 2022 levy in June 2023 will be deferred to FY2024 on the accrual basis of accounting.

The District has received 20% of the budgeted interest income for the year. The collection of interest is contingent on the maturity dates of the various investments and will not be consistent throughout the entire school year. With interest rates rising rapidly during 2022, investments maturing later in the current fiscal year are at a much higher interest rate than those that matured earlier in the year. For this reason, the administration anticipates collecting the balance of the budgeted interest over the final six months of the year.

The District has received 55% of the budgeted other local revenue through December. The remaining corporate personal property taxes, rental income, athletic/activity fees, etc. will be collected throughout the rest of the year.

State and Federal Sources - The District has received approximately \$1.2 million, or 42%, of the budgeted State revenues through December. The State has made all of the mandated categorical payments for the 2022 project year. The States obligations from the 2023 project year are approximately \$359,000 with 99% of the balance having been outstanding less than 30 days.

Federal revenues of approximately \$694,000, or 33% of budget, have been collected. The budgeted Federal grants are expected to be received throughout the remainder of the fiscal year.

Expenditures:

Salaries – On the accrual basis of accounting, July and August salary payments for 10-month staff are recorded in June of the prior fiscal year. As a result, salary expenses during the first quarter do not include teaching and instructional support staff. While year-to-date salaries compared to budget of 37% appears lower than expected, the difference will be accounted for during the 4th quarter of the fiscal year.

Employee Benefits – Similar to salaries, benefit payments for 10-month staff are recorded in June of the prior fiscal year. Therefore first quarter benefit expenses only include 12-month

staff on the accrual basis of accounting. Spending 36% of the budget through December appears reasonable with the difference being expended during the 4th quarter.

Purchased Services - Purchased services expenditures are approximately \$2,491,000. Current year expenditures are trending approximately \$223,000 more than this period in the prior year. More than 65% of this increase is attributable to transportation costs as a result of increases in summer special education transportation and the timing of payments to start the school year. Overall, spending 49% of the budget through December is reasonable and consistent with the 50% of budget spent at this time during the prior fiscal year.

Supplies and Materials - Spending 46% of the supplies and materials budget is reasonable at this point in the fiscal year. Supplies and materials expenditures of approximately \$804,000 is slightly lower than the \$818,000 spent at this point in the prior fiscal year.

Capital Outlay – The majority of the capital outlay expenditures for the fiscal year relate to programming and schematic design work for the Lisle Junior High remodel. Additional capital outlay expenditures include fitness equipment purchases at Lisle Senior High School and irrigation work at Lisle Elementary School. Additional costs for the summer 2022 roofing work at Lisle High School will be incurred when the project is closed out.

Other Objects (Includes Tuition and Debt Repayment) - Tuition payments of approximately \$1,187,000 for out-of-district special education, alternative learning, and career and technical education students have been paid year-to-date. The District has spent 48% of the tuition budget through December. For comparison, tuition expenditures at this time last year were approximately \$1,305,000, or 55% of budget. The tuition costs will continue to be monitored as the year progresses.

The \$1.5 million of expenditures in the Debt Services fund relates to the required bond payments for the outstanding Series 2019 bonds.

Non-capitalized Equipment - The majority of the non-capitalized expenditures for the year relate to staff laptops at Lisle Senior High School.

Termination Benefits – Through December, there has been approximately \$1,600 in payments made to terminated or retiring employees as compensation for unused sick or vacation days.

Lisle Community Unit School District 202
Budget Compared to Actual - All Funds
For the Six Months Ending December 31, 2022

| | <u>Educational</u> | <u>Operations & Maint.</u> | <u>Debt Services</u> | <u>Trans- portation</u> | <u>Municipal Ret/Soc Sec</u> | <u>Capital Projects</u> | <u>Working Cash</u> | <u>Tort</u> | <u>Total</u> | <u>Budget</u> | <u>Percent Realized</u> |
|--|----------------------|--------------------------------|----------------------|-------------------------|------------------------------|-------------------------|---------------------|--------------|----------------------|-------------------|-------------------------|
| Fund Balance - July 1, 2022 | \$ 11,758,050 | \$ 1,381,567 | \$ 183,724 | \$ 1,811,561 | \$ 443,667 | \$ 3,467,110 | \$ 813,848 | \$ - | \$ 19,859,527 | | |
| Revenue: | | | | | | | | | | | |
| Local Sources: | | | | | | | | | | | |
| Property Taxes | 27,050,593 | 2,896,133 | 1,510,446 | 699,182 | 899,329 | - | 5,337 | 5,337 | 33,066,357 | 33,063,100 | 100% |
| Interest | 61,436 | 6,541 | 2,114 | 4,663 | 2,096 | 7,244 | 1,678 | - | 85,772 | 433,200 | 20% |
| Other Local | 800,213 | 102,545 | - | 57,484 | - | - | - | - | 960,242 | 1,758,800 | 55% |
| State Sources | 879,688 | - | - | 335,089 | - | - | - | - | 1,214,777 | 2,889,025 | 42% |
| Federal Sources | 691,386 | - | - | 2,322 | - | - | - | - | 693,708 | 2,104,665 | 33% |
| Total Revenue | 29,483,316 | 3,005,219 | 1,512,560 | 1,098,740 | 901,425 | 7,244 | 7,015 | 5,337 | 36,020,856 | 40,248,790 | 89% |
| Expenditures: | | | | | | | | | | | |
| Salaries | 6,832,739 | 579,242 | | 17,080 | | - | | - | 7,429,061 | 19,989,700 | 37% |
| Employee Benefits | 2,121,052 | 130,216 | | - | 376,951 | - | | - | 2,628,219 | 7,397,960 | 36% |
| Purchased Services | 1,316,167 | 274,181 | - | 895,020 | | - | | 5,337 | 2,490,705 | 5,069,619 | 49% |
| Supplies and Materials | 513,024 | 288,872 | | 1,845 | | - | | - | 803,741 | 1,756,874 | 46% |
| Capital Outlay | 36,559 | 13,325 | | - | | 268,389 | | - | 318,273 | 1,353,705 | 24% |
| Other Objects | 1,230,768 | - | 1,496,250 | - | - | - | | - | 2,727,018 | 4,034,899 | 68% |
| Non-capitalized Equipment | 108,943 | 37,325 | | - | | - | | - | 146,268 | 260,040 | 56% |
| Termination Benefits | 1,620 | - | | - | | - | | | 1,620 | 500 | 324% |
| Total Expenditures | 12,160,872 | 1,323,161 | 1,496,250 | 913,945 | 376,951 | 268,389 | | 5,337 | 16,544,905 | 39,863,297 | 42% |
| Revenue Over (Under) Expenditures | 17,322,444 | 1,682,058 | 16,310 | 184,795 | 524,474 | (261,145) | 7,015 | - | 19,475,951 | 385,493 | |
| Other Sources/(Uses) | | | | | | | | | | | |
| Other Sources | - | - | - | - | - | - | - | - | - | 2,763,800 | 0% |
| Other (Uses) | - | - | - | - | - | - | - | - | - | (758,800) | 0% |
| Total Other Sources/(Uses) | - | - | - | - | - | - | - | - | - | 2,005,000 | |
| Fund Balance - December 31, 2022 | \$ 29,080,494 | \$ 3,063,625 | \$ 200,034 | \$ 1,996,356 | \$ 968,141 | \$ 3,205,965 | \$ 820,863 | \$ - | \$ 39,335,478 | | |

**Lisle Community Unit School District 202
State Funding Update
Vouchers Awaiting Processing by Comptroller
December 31, 2022**

| <u>Program Name</u> | <u>Project Yr</u> | <u>Voucher Date</u> | <u>Amount</u> |
|---|-------------------|--------------------------------|--------------------------|
| Special Education - Private Facility Tuition | 2023 | 12/21/2022 | \$ 38,680 |
| Special Education - Orphanage - Individual | 2023 | 12/21/2022 | \$ 37,992 |
| Special Education - Orphanage - Summer Individual | 2023 | 12/14/2022 | \$ 14,864 |
| State Free Lunch & Breakfast | 2023 | 12/20/2022 | \$ 75 |
| Driver Education | 2023 | 9/23/2022 | \$ 3,359 |
| | 2023 | 12/21/2022 | \$ 3,359 |
| Transportation - Regular and Vocational | 2023 | 12/21/2022 | \$ 116,856 |
| Transportation - Special Education | 2023 | 12/21/2022 | \$ 144,117 |
| Grant Total | | | <u>\$ 359,302</u> |
| | | <u>Days Outstanding</u> | |
| | | 0-30 | \$ 355,943 |
| | | 31-60 | \$ - |
| | | 61-90 | \$ - |
| | | 91-120 | \$ 3,359 |
| | | | <u>\$ 359,302</u> |



Lisle Community Unit School District #202/General Fund (10108-101)

| Type | % Allocation | Instrument | Original Cost |
|------|--------------|---|-----------------|
| SEC | 59.80% | US TREASURY Total AAAM rating from Moody's | \$24,202,191.32 |
| MM | 11.12% | BMO HARRIS BANK, NA Total Insured - See pages 5-14 | \$4,500,000.00 |
| CD | 10.49% | US AGENCY Total Fitch: AAA; Moody's: Aaa; S&P: AA+ | \$4,244,180.64 |
| CD | 8.16% | MONEY MARKET Total AAAM rating from S&P | \$3,302,936.47 |
| SEC | 6.18% | WESTERN ALLIANCE BANK - C Total Collateralized - See page 3 | \$2,500,000.00 |
| SDA | 0.64% | BANK OF CHINA (ICS - DDA) Total | \$259,128.66 |
| CD | 0.62% | GOLDMAN SACHS BANK USA Total | \$249,148.53 |
| CD | 0.62% | JOHN MARSHALL BANK Total | \$249,000.00 |
| CD | 0.60% | SERVISFIRST BANK Total | \$243,500.00 |
| CD | 0.60% | CFG BANK Total | \$243,400.00 |
| CD | 0.60% | BANK HAPOALIM Total | \$240,900.00 |
| CD | 0.59% | FIRST BANK OF OHIO Total | \$238,800.00 |
| | | | \$40,473,185.62 |

FDIC
↓



T 630 657 6400
2135 City Gate Lane, 7th Fl. Naperville, IL 60563 pmanetwork.com

January 17, 2023

Keith Filipiak
Lisle Community School District #202
5211 Center Avenue
Lisle, IL 60532

Mr. Filipiak,

Per your request, we have compiled this additional collateral information regarding the District's deposits. Attached you will find a copy of the collateral statement for Western Alliance and surety bonds for BMO.

Please feel free to contact me if you require any additional information or if you have any questions.

Sincerely,

Jeremy S Lindstrom
Sr. Credit Risk Analyst



Collateral Report

Report as of 12/31/2022

PMA Financial Network
 2135 CityGate Lane
 7th Floor
 Naperville, IL 60563
 Phone: 630-657-6400
 Fax: 630-718-8701

Lisle Community School District #202 (10108)

LOCs: 100% Full Faith: 100% Agency: 100% Munis: 100% Mortgage: 100%

Western Alliance Bank

Collateralized Investment Summary

Lisle Community School District #202 (10108)

| Provider Code | Purchase Date | Maturity Date | Trans # | Investment | + Int to Report Date | Invested + Total Interest |
|---------------|---------------|---------------|---------|-----------------------|-----------------------|---------------------------|
| 58400 | 08/29/2022 | 06/28/2023 | 294583 | \$1,500,000.00 | \$1,515,201.04 | \$1,537,144.48 |
| 58400 | 08/29/2022 | 05/26/2023 | 294585 | \$1,000,000.00 | \$1,010,123.84 | \$1,022,043.84 |
| | | | | \$2,500,000.00 | \$2,525,324.88 | \$2,559,188.32 |

| | | | | | |
|---|--|--|--|-----------------------|--|
| Provider Total → | | | | \$2,500,000.00 | |
| Investment in excess of the FDIC insurance → | | | | \$2,250,000.00 | |

Provider Collateralized Summary

| Description | Collateral Required | Rate | Maturity Date | CUSIP | Units | Factor | Price | Market Value | Collateral Value |
|--|---------------------|-------|---------------|-----------|--------------|--------|---------|----------------|-----------------------|
| FEDERAL HOME LOAN MORTGAGE CORPORATION | 100.00% | 2.50% | 12/31/2051 | 3133KNLY7 | 276,234.97 | 0.93 | \$84.77 | \$217,918.07 | \$218,435.81 |
| FEDERAL NATIONAL MORTGAGE ASSOCIATION | 100.00% | 3.00% | 08/24/2046 | 3136ATCQ5 | 8,054,364.06 | 0.33 | \$88.41 | \$2,328,077.75 | \$2,334,441.76 |
| | | | | | | | | | \$2,552,877.57 |

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|----------------|
| 100% Needed for combined collateral types → | | | | | | | | | 113.46% |
|--|--|--|--|--|--|--|--|--|----------------|

PMA utilizes the services of IDC, to independently price the collateral above. PMA believes the pricing to be reliable. However, PMA is not affiliated with IDC, and cannot guarantee the accuracy of such pricing. In instances where IDC is unable to quote a price for a security pledged as collateral, PMA seeks other sources to independently price the collateral. Prices provided are checked for reasonableness. The market values of the deposits are listed at their original cost. The market value of securities pledged as collateral is listed at the current market value as of the date of this statement. Listed values should not be interpreted as an offer to buy or sell at a specific price. The collateral calculation % is based on the known investment net of FDIC insurance, and does not take into account other FDIC investments with this financial institution, not facilitated by PMA. The collateral pledged is subject to change pursuant to the collateral agreement. The securities pledged as collateral shown could have been substituted after the date of this statement. Financial Institution contact information is available upon request to obtain a current list of securities pledged as collateral. The value of the collateral is subject to change.

BANK DEPOSIT GUARANTY BOND

(FOR PUBLIC FUNDS THROUGH PMA FINANCIAL NETWORK, INC)

Philadelphia Indemnity Insurance Company

Designated Address: One Bala Plaza Suite 100
Bala Cynwyd, PA 19004-1403
(Underwriter) William Risko

BOND NO. PB11526600024

Section I: THE GUARANTEE

PHILADELPHIA INDEMNITY INSURANCE COMPANY, in consideration of an agreed premium, subject to all of the terms and conditions of this bond, hereby agrees to guarantee the deposits in certain Designated Depository Accounts in BMO Harris Bank, NA (Hereinafter called Depository Institution) in excess of the deposit insurance provided by the Federal Deposit Insurance Corporation.

PHILADELPHIA INDEMNITY INSURANCE COMPANY shall promptly reimburse the Designated Depository Account Owner of a Designated Depository Account up to the Limit of Liability as specified in Section III of this bond in the event of loss due to the insolvency and failure of the Depository Institution (hereinafter called an Event of Default).

An Event of Default shall mean that the Depository Institution shall be taken over by a state or federal regulatory authority and liquidated or the deposits sold or transferred by the Federal Deposit Insurance Corporation in such a manner that the Federal Deposit Insurance Corporation refuses to sell, transfer, or reimburse the deposits in excess of the FDIC deposit insurance.

Section II: DESIGNATION OF DEPOSITORY OWNER AND ACCOUNT

DESIGNATED DEPOSITORY ACCOUNT OWNER: PMA* as Agent for Lisle Community Unit School Dist.

DESIGNATED ADDRESS FOR OWNER: 2135 City Gate Lane, 7th Floor, Naperville, IL 60563

DESIGNATED DEPOSITORY ACCOUNT NUMBER(S): _____

STATED DATE OF DEPOSIT: September 12, 2022

STATED MATURITY DATE: September 25, 2023

EARLY WITHDRAWAL PENALTY: \$39,531.71

DEPOSIT AMOUNT: \$1,990,521.29

*PMA - PMA Financial Network Inc. and/or PMA Securities, Inc.

Section III: LIMIT OF LIABILITY

The total limit of liability of PHILADELPHIA INDEMNITY INSURANCE COMPANY under this bond shall be

\$2,071,892.49, which shall be the maximum guaranteed amount.

Section IV: PAYMENT OF LOSS

If an Event of Default should occur, the Designated Depository Account Owner of the Designated Depository Account for which this bond has been issued shall furnish to PHILADELPHIA INDEMNITY INSURANCE COMPANY an executed assignment of the receiver's certificate. PHILADELPHIA INDEMNITY INSURANCE COMPANY, within five (5) business days of receipt of the executed assignment of the receiver's certificate, will pay the Designated Depository Account Owner for the actual loss of uninsured deposits, up to the total limit of liability.

Section V: TERMINATION OR CANCELATION

This bond shall become effective at 12:01 a.m. on September 12, 2022 and shall remain in effect until 12:01 a.m. on the date the bond is terminated or canceled for the following reasons:

- A. upon 15 days' notice of cancelation from Philadelphia Indemnity Insurance Company for non-payment of premium;
- B. immediately upon notice from the Designated Depository Account Owner, of his/her/their desire to cancel the bond;
- C. 30 days after written notice from PHILADELPHIA INDEMNITY INSURANCE COMPANY of its desire to cancel the bond.

"Notice" as used herein, shall be deemed completed upon sending notice by certified mail to the appropriate party at the Designated Address shown on this bond regardless of when, if ever, actually received by such party.

In the event of cancelation or termination of this bond, PHILADELPHIA INDEMNITY INSURANCE COMPANY shall have no obligation to return any premium or make any payment to any Designated Depository Account Owner, subject to section XI.

Section VI: EXCLUSIONS

This bond does not cover:

- A. Loss to Designated Depository Account Owner when such Loss has been brought about or contributed to by any fraudulent, dishonest or criminal action of Designated Depository Account Owner; and
- B. Incidental or consequential Loss of any kind.

Section VII: COVERAGE PERIOD

Coverage shall apply to the Designated Depository Account from the stated date of the deposit until the stated maturity date, subject to Section V and IX. In the event of cancelation or termination of this bond in compliance with Section V or IX, such cancelation or termination shall not affect the liability incurred or accrued in the event of an Event of Default prior to the effective date of such cancelation or termination.

Section VIII

It is understood and agreed that PHILADELPHIA INDEMNITY INSURANCE COMPANY'S liability to the Designated Depository Account Owner begins upon the occurrence of an Event of Default, and not prior.

Section IX: CONSOLIDATION OR MERGER

This bond shall terminate and be null and void at 12:01 a.m. on the date of consolidation or merger of the Depository Institution into any other bank or financial institution. In the event of termination due to consolidation or merger, PHILADELPHIA INDEMNITY INSURANCE COMPANY will return premium on a pro rata basis. If PHILADELPHIA INDEMNITY INSURANCE COMPANY, in its sole discretion, offers a written approval to bond the emerging Depository Institution matching the terms of the terminated bond within 5 days of the consolidation or merger, PHILADELPHIA INDEMNITY INSURANCE COMPANY shall have no obligation to refund premium.

Section X: SOLE USE AND BENEFIT

This bond is for the sole use and benefit of the Designated Depository Account Owner. This bond is non-negotiable and shall not be assigned under any circumstances by the Designated Depository Account Owner or any other person, entity, or holder. The Depository Institution shall not be deemed an agent or representative of PHILADELPHIA INDEMNITY INSURANCE COMPANY for any purpose in connection with this bond.

Section XI: INDEMNIFICATION FOR EARLY WITHDRAWAL

It is agreed that if:

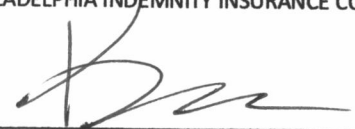
- A. PHILADELPHIA INDEMNITY INSURANCE COMPANY gives 30 days notice to the Designated Depository Account Owner to cancel the Bond in compliance with Section V (C) of the bond, and;
- B. The Designated Depository Account Owner withdraws all funds in excess of the \$250,000 FDIC Insured Limit from the Designated Depository Account within 14 days of receipt of such notice, and;
- C. The Depository Institution requires the Designated Depository Account Owner to pay a penalty as a result of the early withdrawal of such funds, then PHILADELPHIA INDEMNITY INSURANCE COMPANY will reimburse the Designated Depository Account Owner for the penalty for early withdrawal within ten days of receipt of proof that the Designated Depository Account Owner has been required to pay such early withdrawal penalty.

This section shall not apply if the Bond is canceled for non-payment of premium in compliance with Section V (A) of the Bond or if the Bond is canceled by the Designated Depository Account Owner in compliance with Section V (B) of the Bond. This section shall not apply to any penalty for early withdrawal of funds if such funds are withdrawn prior to receipt of a notice of cancellation of the bond from PHILADELPHIA INDEMNITY INSURANCE COMPANY.

The reimbursement of the penalty for early withdrawal shall not include interest that had not accrued prior to the date of withdrawal.

SIGNED, SEALED AND DATED this 12th day of September, 2022

PHILADELPHIA INDEMNITY INSURANCE COMPANY

By:  (Attorney-In-Fact)

Kathleen M. Coen

SURRENDER OF BOND

By signature below of the Designated Account Owner, notice is given to Philadelphia Indemnity Insurance Company of their desire to cancel Bond No. PB11526600024.

By: _____

Name and Title: _____

Dated: _____

PHILADELPHIA INDEMNITY INSURANCE COMPANY

One Bala Plaza, Suite 100
Bala Cynwyd, PA 19004-0950

Power of Attorney

KNOW ALL PERSONS BY THESE PRESENTS: That **PHILADELPHIA INDEMNITY INSURANCE COMPANY** (the Company), a corporation organized and existing under the laws of the Commonwealth of Pennsylvania, does hereby constitute and appoint **Kathleen M. Coen, Douglas Irvin, Holly Tallone, Julia C. Zalesky, Renee Hugar, Dana Donahue, Abigail E. Curtiss of Lockton Companies**, its true and lawful Attorney-in-fact with full authority to execute on its behalf bonds, undertakings, recognizances and other contracts of indemnity and writings obligatory in the nature thereof, issued in the course of its business and to bind the Company thereby, in an amount not to exceed **\$125,000,000.**

This Power of Attorney is granted and is signed and sealed by facsimile under and by the authority of the following Resolution adopted by the Board of Directors of PHILADELPHIA INDEMNITY INSURANCE COMPANY on the 14th of November, 2016.

RESOLVED: That the Board of Directors hereby authorizes the President or any Vice President of the Company: (1) Appoint Attorney(s) in Fact and authorize the Attorney(s) in Fact to execute on behalf of the Company bonds and undertakings, contracts of indemnity and other writings obligatory in the nature thereof and to attach the seal of the Company thereto; and (2) to remove, at any time, any such Attorney-in-Fact and revoke the authority given. And, be it

FURTHER RESOLVED: That the signatures of such officers and the seal of the Company may be affixed to any such Power of Attorney or certificate relating thereto by facsimile, and any such Power of Attorney so executed and certified by facsimile signatures and facsimile seal shall be valid and binding upon the Company in the future with respect to any bond or undertaking to which it is attached.

IN TESTIMONY WHEREOF, PHILADELPHIA INDEMNITY INSURANCE COMPANY HAS CAUSED THIS INSTRUMENT TO BE SIGNED AND ITS CORPORATE SEAL TO BE AFFIXED BY ITS AUTHORIZED OFFICE THIS 5TH DAY OF MARCH, 2021.



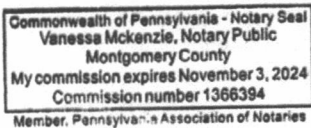
(Seal)

John Glomb, President & CEO
Philadelphia Indemnity Insurance Company

On this 5th day of March, 2021 before me came the individual who executed the preceding instrument, to me personally known, and being by me duly sworn said that he is the therein described and authorized officer of the **PHILADELPHIA INDEMNITY INSURANCE COMPANY**; that the seal affixed to said instrument is the Corporate seal of said Company; that the said Corporate Seal and his signature were duly affixed.

Notary Public:

Vanessa McKenzie



residing at:

Bala Cynwyd, PA

My commission expires:

November 3, 2024

I, Edward Sayago, Corporate Secretary of PHILADELPHIA INDEMNITY INSURANCE COMPANY, do hereby certify that the foregoing resolution of the Board of Directors and the Power of Attorney issued pursuant thereto on the 5th day March, 2021 are true and correct and are still in full force and effect. I do further certify that John Glomb, who executed the Power of Attorney as President, was on the date of execution of the attached Power of Attorney the duly elected President of PHILADELPHIA INDEMNITY INSURANCE COMPANY.

In Testimony Whereof I have subscribed my name and affixed the facsimile seal of each Company this 12th day of September, 2022



Edward Sayago, Corporate Secretary
PHILADELPHIA INDEMNITY INSURANCE COMPANY

BANK DEPOSIT GUARANTY BOND

(FOR PUBLIC FUNDS THROUGH PMA FINANCIAL NETWORK, INC)

Philadelphia Indemnity Insurance Company

Designated Address: One Bala Plaza Suite 100
Bala Cynwyd, PA 19004-1403
(Underwriter) William Risko

BOND NO. PB11526600025

Section I: THE GUARANTEE

PHILADELPHIA INDEMNITY INSURANCE COMPANY, in consideration of an agreed premium, subject to all of the terms and conditions of this bond, hereby agrees to guarantee the deposits in certain Designated Depository Accounts in BMO Harris Bank, NA (Hereinafter called Depository Institution) in excess of the deposit insurance provided by the Federal Deposit Insurance Corporation.

PHILADELPHIA INDEMNITY INSURANCE COMPANY shall promptly reimburse the Designated Depository Account Owner of a Designated Depository Account up to the Limit of Liability as specified in Section III of this bond in the event of loss due to the insolvency and failure of the Depository Institution (hereinafter called an Event of Default).

An Event of Default shall mean that the Depository Institution shall be taken over by a state or federal regulatory authority and liquidated or the deposits sold or transferred by the Federal Deposit Insurance Corporation in such a manner that the Federal Deposit Insurance Corporation refuses to sell, transfer, or reimburse the deposits in excess of the FDIC deposit insurance.

Section II: DESIGNATION OF DEPOSITORY OWNER AND ACCOUNT

DESIGNATED DEPOSITORY ACCOUNT OWNER: PMA* as Agent for Lisle Community Unit School Dist.

DESIGNATED ADDRESS FOR OWNER: 2135 City Gate Lane, 7th Floor, Naperville, IL 60563

DESIGNATED DEPOSITORY ACCOUNT NUMBER(S): _____

STATED DATE OF DEPOSIT: September 12, 2022

STATED MATURITY DATE: August 28, 2023

EARLY WITHDRAWAL PENALTY: \$24,605.44

DEPOSIT AMOUNT: \$2,489,260.27

*PMA - PMA Financial Network Inc. and/or PMA Securities, Inc.

Section III: LIMIT OF LIABILITY

The total limit of liability of PHILADELPHIA INDEMNITY INSURANCE COMPANY under this bond shall be

\$2,583,192.65, which shall be the maximum guaranteed amount.

Section IV: PAYMENT OF LOSS

If an Event of Default should occur, the Designated Depository Account Owner of the Designated Depository Account for which this bond has been issued shall furnish to PHILADELPHIA INDEMNITY INSURANCE COMPANY an executed assignment of the receiver's certificate. PHILADELPHIA INDEMNITY INSURANCE COMPANY, within five (5) business days of receipt of the executed assignment of the receiver's certificate, will pay the Designated Depository Account Owner for the actual loss of uninsured deposits, up to the total limit of liability.

Section V: TERMINATION OR CANCELATION

This bond shall become effective at 12:01 a.m. on September 12, 2022 and shall remain in effect until 12:01 a.m. on the date the bond is terminated or canceled for the following reasons:

- A. upon 15 days' notice of cancelation from Philadelphia Indemnity Insurance Company for non-payment of premium;
- B. immediately upon notice from the Designated Depository Account Owner, of his/her/their desire to cancel the bond;
- C. 30 days after written notice from PHILADELPHIA INDEMNITY INSURANCE COMPANY of its desire to cancel the bond.

"Notice" as used herein, shall be deemed completed upon sending notice by certified mail to the appropriate party at the Designated Address shown on this bond regardless of when, if ever, actually received by such party.

In the event of cancelation or termination of this bond, PHILADELPHIA INDEMNITY INSURANCE COMPANY shall have no obligation to return any premium or make any payment to any Designated Depository Account Owner, subject to section XI.

Section VI: EXCLUSIONS

This bond does not cover:

- A. Loss to Designated Depository Account Owner when such Loss has been brought about or contributed to by any fraudulent, dishonest or criminal action of Designated Depository Account Owner; and
- B. Incidental or consequential Loss of any kind.

Section VII: COVERAGE PERIOD

Coverage shall apply to the Designated Depository Account from the stated date of the deposit until the stated maturity date, subject to Section V and IX. In the event of cancelation or termination of this bond in compliance with Section V or IX, such cancelation or termination shall not affect the liability incurred or accrued in the event of an Event of Default prior to the effective date of such cancelation or termination.

Section VIII

It is understood and agreed that PHILADELPHIA INDEMNITY INSURANCE COMPANY'S liability to the Designated Depository Account Owner begins upon the occurrence of an Event of Default, and not prior.

Section IX: CONSOLIDATION OR MERGER

This bond shall terminate and be null and void at 12:01 a.m. on the date of consolidation or merger of the Depository Institution into any other bank or financial institution. In the event of termination due to consolidation or merger, PHILADELPHIA INDEMNITY INSURANCE COMPANY will return premium on a pro rata basis. If PHILADELPHIA INDEMNITY INSURANCE COMPANY, in its sole discretion, offers a written approval to bond the emerging Depository Institution matching the terms of the terminated bond within 5 days of the consolidation or merger, PHILADELPHIA INDEMNITY INSURANCE COMPANY shall have no obligation to refund premium.

Section X: SOLE USE AND BENEFIT

This bond is for the sole use and benefit of the Designated Depository Account Owner. This bond is non-negotiable and shall not be assigned under any circumstances by the Designated Depository Account Owner or any other person, entity, or holder. The Depository Institution shall not be deemed an agent or representative of PHILADELPHIA INDEMNITY INSURANCE COMPANY for any purpose in connection with this bond.

Section XI: INDEMNIFICATION FOR EARLY WITHDRAWAL

It is agreed that if:

- A. PHILADELPHIA INDEMNITY INSURANCE COMPANY gives 30 days notice to the Designated Depository Account Owner to cancel the Bond in compliance with Section V (C) of the bond, and;
- B. The Designated Depository Account Owner withdraws all funds in excess of the \$250,000 FDIC Insured Limit from the Designated Depository Account within 14 days of receipt of such notice, and;
- C. The Depository Institution requires the Designated Depository Account Owner to pay a penalty as a result of the early withdrawal of such funds, then PHILADELPHIA INDEMNITY INSURANCE COMPANY will reimburse the Designated Depository Account Owner for the penalty for early withdrawal within ten days of receipt of proof that the Designated Depository Account Owner has been required to pay such early withdrawal penalty.

This section shall not apply if the Bond is canceled for non-payment of premium in compliance with Section V (A) of the Bond or if the Bond is canceled by the Designated Depository Account Owner in compliance with Section V (B) of the Bond. This section shall not apply to any penalty for early withdrawal of funds if such funds are withdrawn prior to receipt of a notice of cancellation of the bond from PHILADELPHIA INDEMNITY INSURANCE COMPANY.

The reimbursement of the penalty for early withdrawal shall not include interest that had not accrued prior to the date of withdrawal.

SIGNED, SEALED AND DATED this 12th day of September, 2022

PHILADELPHIA INDEMNITY INSURANCE COMPANY

By:  (Attorney-In-Fact)

Kathleen M. Coen

SURRENDER OF BOND

By signature below of the Designated Account Owner, notice is given to Philadelphia Indemnity Insurance Company of their desire to cancel Bond No. PB11526600025.

By: _____

Name and Title: _____

Dated: _____

PHILADELPHIA INDEMNITY INSURANCE COMPANY

One Bala Plaza, Suite 100
Bala Cynwyd, PA 19004-0950

Power of Attorney

KNOW ALL PERSONS BY THESE PRESENTS: That PHILADELPHIA INDEMNITY INSURANCE COMPANY (the Company), a corporation organized and existing under the laws of the Commonwealth of Pennsylvania, does hereby constitute and appoint Kathleen M. Coen, Douglas Irvin, Holly Tallone, Julia C. Zalesky, Renee Hugar, Dana Donahue, Abigail E. Curtiss of Lockton Companies, its true and lawful Attorney-in-fact with full authority to execute on its behalf bonds, undertakings, recognizances and other contracts of indemnity and writings obligatory in the nature thereof, issued in the course of its business and to bind the Company thereby, in an amount not to exceed \$125,000,000.

This Power of Attorney is granted and is signed and sealed by facsimile under and by the authority of the following Resolution adopted by the Board of Directors of PHILADELPHIA INDEMNITY INSURANCE COMPANY on the 14th of November, 2016.

RESOLVED: That the Board of Directors hereby authorizes the President or any Vice President of the Company: (1) Appoint Attorney(s) in Fact and authorize the Attorney(s) in Fact to execute on behalf of the Company bonds and undertakings, contracts of indemnity and other writings obligatory in the nature thereof and to attach the seal of the Company thereto; and (2) to remove, at any time, any such Attorney-in-Fact and revoke the authority given. And, be it

FURTHER RESOLVED: That the signatures of such officers and the seal of the Company may be affixed to any such Power of Attorney or certificate relating thereto by facsimile, and any such Power of Attorney so executed and certified by facsimile signatures and facsimile seal shall be valid and binding upon the Company in the future with respect to any bond or undertaking to which it is attached.

IN TESTIMONY WHEREOF, PHILADELPHIA INDEMNITY INSURANCE COMPANY HAS CAUSED THIS INSTRUMENT TO BE SIGNED AND ITS CORPORATE SEAL TO BE AFFIXED BY ITS AUTHORIZED OFFICE THIS 5TH DAY OF MARCH, 2021.

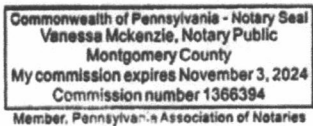


(Seal)

John Glomb, President & CEO
Philadelphia Indemnity Insurance Company

On this 5th day of March, 2021 before me came the individual who executed the preceding instrument, to me personally known, and being by me duly sworn said that he is the therein described and authorized officer of the PHILADELPHIA INDEMNITY INSURANCE COMPANY; that the seal affixed to said instrument is the Corporate seal of said Company; that the said Corporate Seal and his signature were duly affixed.

Notary Public:



residing at:

Bala Cynwyd, PA

My commission expires:

November 3, 2024

I, Edward Sayago, Corporate Secretary of PHILADELPHIA INDEMNITY INSURANCE COMPANY, do hereby certify that the foregoing resolution of the Board of Directors and the Power of Attorney issued pursuant thereto on the 5th day March, 2021 are true and correct and are still in full force and effect. I do further certify that John Glomb, who executed the Power of Attorney as President, was on the date of execution of the attached Power of Attorney the duly elected President of PHILADELPHIA INDEMNITY INSURANCE COMPANY.

In Testimony Whereof I have subscribed my name and affixed the facsimile seal of each Company this 12th day of September, 20 22



Edward Sayago, Corporate Secretary
PHILADELPHIA INDEMNITY INSURANCE COMPANY

FOR DISCUSSION

**Lisle Community Unit School District 202
Board of Education Meeting
January 23, 2023**

SUBJECT: Lisle Junior High Cross-Country Program

BACKGROUND: Lisle Junior High is currently the only school in the SDEAA Conference that does not have a Cross Country (CC) team. In an effort to find more ways to involve students in the school community, Junior High Administration surveyed students to determine interest in being involved in CC, if available. Of the more than 130 responses received, over 30 students expressed interest in this “no cut” sport.

With 30 athletes, two coaches would be needed for proper supervision. Junior High Athletics are in Category V on the extra duty schedule. Based on coaching experience, it is anticipated that the two coaches would cost approximately \$8,000.

Uniforms would not need to be purchased as the team would utilize the current Junior High Track uniforms.

Per Mr. Marcum, LHS Athletic Director, home meets can be hosted at Community Park. The schedule will include approximately 3 home meets, 3 away meets, the Conference Meet and the Regional Meet. Although the cost varies depending on the number of schools competing expenses can include awards, timing system, game workers, meet officials, etc. A one to three team home meet would cost around \$200. Larger scale meets or Invites typically have \$3,500-\$4,500 in expenses.

Transportation is anticipated to cost approximately \$200-\$350 per away meet, depending on length.

FINANCIAL IMPACT:

Approximate:

| Item | Quantity | Total |
|----------------|-----------------|--------------|
| Coaches | 2 x \$4,000 | \$8,000 |
| Home Meets | 3 x \$200 | \$600 |
| Invites | 2 x \$4,500 | \$9,000 |
| Transportation | 5 x \$300 | \$1,500 |
| | | \$19,100 |

RECOMMENDED MOTION: NA

SUGGESTED MOTION: NA

FOR DISCUSSION

**Lisle Community Unit School District 202
Board of Education Meeting
January 23, 2023**

SUBJECT: First Reading: PRESS Packet 110 (Part 3)

BACKGROUND: The attached pages represent the contents of PRESS packet 110. Throughout the packet PRESS has **highlighted in green** the recommendations for added language while the **red-stricken** language should be considered for deletion.

Drafts

5:220 Substitute Teachers

6:50 School Wellness

7:70 Attendance and Truancy

Rewritten

5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest

Review and Monitoring

2:150 Committees

2:250 Access to District Public Records

3:10 Goals and Objectives

4:55 Use of Credit and Procurement Cards

5:170 Copyright

5:190 Teacher Qualifications

5:260 Student Teachers

6:270 Guidance and Counseling Program

7:10-E Exhibit - Equal Educational Opportunities Within the School Community

FINANCIAL IMPACT: NA

RECOMMENDED MOTION: NA

SUGGESTED MOTION: NA

Document Status: Draft Update

BOARD OF EDUCATION

2:105 Ethics and Gift Ban

Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and Board of Education members:

1. No employee shall intentionally perform any “political activity” during any “compensated time,” as those terms are defined herein.
2. No Board member or employee shall intentionally use any District property or resources in connection with any political activity.
3. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: (a) as part of that Board member’s or employee’s duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.
4. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

A Board member or employee may engage in any activity that: (1) is otherwise appropriate as part of his or her official duties, or (2) is undertaken by the individual on a voluntary basis that is not prohibited by this policy.

Limitations on Receiving Gifts

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with a Board member or employee shall intentionally solicit or accept any “gift” from any “prohibited source,” as those terms are defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fundraising event in support of a political organization or candidate.
4. Educational materials and missions.
5. Travel expenses for a meeting to discuss business.

6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.
7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding \$75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. "Catered" means food or refreshments that are purchased ready to consume which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. "Intra-governmental gift" means any gift given to a Board member or employee from another Board member or employee, and "inter-governmental gift" means any gift given to a Board member or employee from an officer or employee of another governmental entity.
11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under [26 U.S.C. §501\(c\)\(3\)](#).

Enforcement

The Board President and Superintendent shall seek guidance from the Board attorney concerning compliance with and enforcement of this policy and State ethics laws. The Board may, as necessary or prudent, appoint an Ethics Advisor for this task.

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board President. If attempts to correct any misunderstanding or problem do not resolve the matter, the Superintendent or Board President shall, after consulting with the Board attorney, either place the

alleged violation on a Board meeting agenda for the Board's disposition or refer the complainant to Board policy 2:260, *Uniform Grievance Procedure*. A Board member who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or consider disciplinary action for the employee.

Definitions

Unless otherwise stated, all terms used in this policy have the definitions given in the State Officials and Employees Ethics Act, [5 ILCS 430/1-5](#).

"Political activity" means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

With respect to an employee whose hours are not fixed, "compensated time" includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

"Prohibited source" means any person or entity who:

1. Is seeking official action by: (a) a Board member, or (b) an employee, or by the Board member or another employee directing that employee;
2. Does business or seeks to do business with: (a) a Board member, or (b) an employee, or with the Board member or another employee directing that employee;
3. Conducts activities regulated by: (a) a Board member, or (b) an employee or by the Board member or another employee directing that employee;
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee;
5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

“**Gift**” means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.

Complaints of Sexual Harassment Made Against Board Members by Elected Officials

Pursuant to the State Officials and Employees Ethics Act ([5 ILCS 430/70-5](#)), members of the Board and other elected officials are encouraged to promptly report claims of sexual harassment by a Board member. Every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available. If the official feels comfortable doing so, he or she should directly inform the individual that the individual’s conduct or communication is offensive and must stop.

Board members and elected officials should report claims of sexual harassment against a member of the Board to the Board President or Superintendent. If the report is made to the Superintendent, the Superintendent shall promptly notify the President, or if the President is the subject of the complaint, the Vice President. Reports of sexual harassment will be confidential to the greatest extent practicable.

When a complaint of sexual harassment is made against a member of the Board by another Board member or other elected official, the Superintendent shall appoint a qualified outside investigator who is not a District employee or Board member to conduct an independent review of the allegations. The investigator shall prepare a written report and submit it to the Board.

If a Board member has engaged in sexual harassment, the matter will be addressed in accordance with the authority of the Board.

The Superintendent will post this policy on the District website and/or make this policy available in the District’s administrative office.

LEGAL REF.:

105 ILCS 5/22-930 (final-citation-pending). [PRESSPlus1](#)

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

[10 ILCS 5/9-25.1](#), Election Interference Prohibition Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:260 (Uniform Grievance Procedure), 4:60 (Purchases and Contracts), 5:120 (Employee Ethics; [Code of Professional Conduct](#); and Conflict of

Interest)

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated with the final citation for 105 ILCS 5/22-93, added by P.A. 102-327 and renumbered by P.A. 102-813, establishing a gift ban for school guidance counselors. **Issue 110, October 2022**

Document Status: Draft Update

BOARD OF EDUCATION

2:210 Organizational Board of Education Meeting

The Board of Education establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within ~~40~~⁴⁰~~28~~²⁸ **PRESSPlus1** days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover. At the organizational meeting, the following shall occur:

1. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*.
2. The new Board members shall be seated.
3. The Board shall elect its officers, who assume office immediately upon their election.
4. The Board shall fix a time and date for its regular meetings.
5. Appointments to Board committees shall be made.

During an April Board meeting the Board considers organizational matters, such as, selecting individual members to fill offices with terms that expire this or the next month and fixing a time and date for its regular meetings.

LEGAL REF.:

~~10 ILCS 5/2A-1 et seq.~~ 105 ILCS 5/10-5, 5/10-16, and 5/10-16.5.

10 ILCS 5/2A-1 et seq., Election Code.

CROSS REF.: 2:30 (School District Elections), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

~~ADOPTED: October 23, 2017~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-16, amended by P.A. 102-798, extending the timeframe in which a board must hold its organizational meeting from 28 to 40 days after the consolidated election. **Issue 110, October 2022**

Document Status: Draft Update

BOARD OF EDUCATION

2:265 Title IX Sexual Harassment Grievance Procedure

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

Title IX Sexual Harassment Prohibited

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

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11~~9~~), *domestic violence* as defined in 34 U.S.C. §12291(a)(12~~8~~), or *stalking* as defined in 34 U.S.C. §12291(a)(36~~9~~). [PRESSPlus1](#)

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

Definitions from [34 C.F.R. §106.30](#)

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

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

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

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

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

Title IX Sexual Harassment Prevention and Response

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

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff pursuant to policy 5:100, *Staff Development Program*, and as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

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

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

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

Title IX Coordinator:

Jen Law, Dir. of Student Services

5211 Center Ave., Lisle IL 60532

jlw@lisle202.org

630-493-8000

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the

Complainant to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.

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

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

Formal Title IX Sexual Harassment Complaint Grievance Process

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

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

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

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

Enforcement

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

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

Retaliation Prohibited

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

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

LEGAL REF.:

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

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

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

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

Violence Prohibited), 7:190 (Student Behavior)

Adopted: October 26, 2020

PRESSPlus Comments

PRESSPlus 1. Updated in response to changed citations to the definitions of *dating violence*, *domestic violence*, and *stalking* from the 2022 reauthorization of the Violence Against Women Act (VAWA). The policy uses the updated VAWA citations, although the Title IX regulations at 34 C.F.R. §106.30, which contain pinpoint citations to VAWA, have not been updated. **Issue 110, October 2022**

Document Status: Draft Update

OPERATIONAL SERVICES

4:10 Fiscal and Business Management

The Superintendent is responsible for the School District's fiscal and business management. This responsibility includes annually preparing and presenting the District's statement of affairs to the Board of Education and publishing it before December 1 as required by State law.

The Superintendent shall ensure the efficient and cost-effective operation of the District's business management using computers, computer software, data management, communication systems, and electronic networks, including electronic mail, the Internet, and security systems. Each person using the District's electronic network shall complete an *Authorization for Access to the District's Electronic Network*.

Budget Planning

Each June, the Board adopts a proposed budget calendar, indicating dates for presentation by the Superintendent of receipts, estimates, preliminary expenditure recommendations by funds, and major Board actions affecting the budget. The District's fiscal year is from July 1 until June 30. The Superintendent shall present to the Board, during a regular Board meeting in August, a tentative budget with appropriate explanation. This budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational program. The District's budget shall be entered upon the Ill. State Board of Education's (ISBE) *School District Budget Form*. To the extent possible, the tentative budget shall be balanced as defined by ISBE guidelines. The Superintendent shall complete a tentative deficit reduction plan if one is required by ISBE guidelines.

Preliminary Adoption Procedures

After receiving the Superintendent's proposed budget, the Board sets the date, place, and time for:

1. A public hearing on the proposed budget, and
2. The proposed budget to be available to the public for inspection.

The Board Secretary shall arrange to publish a notice in a local newspaper stating the date, place, and time of the proposed budget's availability for public inspection and the public hearing. The proposed budget shall be available for public inspection at least 30 calendar days before the time of the budget hearing.

At the public hearing, the proposed budget shall be reviewed, including the cash reserve balance of all funds held by the District related to its operational levy and, if applicable, any obligations secured by those funds. [PRESSPlus1](#) and the public shall be invited to comment, question, or advise the Board.

Final Adoption Procedures

The Board adopts a budget before the end of the first quarter of each fiscal year, September 30, or by such alternative procedure as State law may define. To the extent possible, the budget shall be

balanced as defined by ISBE; if not balanced, the Board will adopt a deficit reduction plan to balance the District's budget within 3 years according to ISBE requirements.

The Board adopts the budget by roll call vote. The budget resolution shall be incorporated into the meeting's official minutes. Board members' names voting *yea* and *nay* shall be recorded in the minutes.

The Superintendent or designee shall perform each of the following:

1. Post the District's final annual budget, itemized by receipts and expenditures, on the District's Internet website; notify parents/guardians that it is posted and provide the website's address.
2. File a certified copy of the budget resolution and an estimate of revenues by source anticipated to be received in the following fiscal year, certified by the District's Chief Fiscal Officer, with the County Clerk within 30 calendar days of the budget's adoption.
3. Ensure disclosure to the public of the cash reserve balance of all funds held by the district related to its operational levy and, if applicable, any obligations secured by those funds, at the public hearing at which the Board certifies its operational levy. [PRESSPlus2](#)
4. Make all preparations necessary for the Board to timely file its Certificate of Tax Levy, including preparations to comply with the Truth in Taxation Act; file the Certificate of Tax Levy with the County Clerk on or before the last Tuesday in December. The Certificate lists the amount of property tax money to be provided for the various funds in the budget.
5. Submit the annual budget, a deficit reduction plan if one is required by ISBE guidelines, and other financial information to ISBE according to its requirements.

Any amendments to the budget or Certificate of Tax Levy shall be made as provided in the School Code and Truth in Taxation Act.

Budget Amendments

The Board may amend the budget by the same procedure as provided for in the original adoption.

Transfer of Funds

The Board may authorize the District Treasurer to make inter-fund loans between the following funds:

| <u>From</u> | <u>To</u> |
|---------------------------------|---------------------------------|
| Operations and Maintenance Fund | Educational Fund |
| | Transportation Fund |
| | Fire Prevention and Safety Fund |
| Educational Fund | Operations and Maintenance Fund |
| | Transportation Fund |
| | Fire Prevention and Safety Fund |
| Transportation Fund | Operations and Maintenance Fund |
| | Educational Fund |
| | Fire Prevention and Safety Fund |

Working Cash Fund

Operations and Maintenance Fund

Educational Fund

Transportation Fund

Municipal retirement Fund

Fire Prevention and Safety Fund

The Board shall direct the District Treasurer to retransfer and repay the loan to the proper fund within three (3) years except Working Cash Fund loans which shall be repaid upon collection of taxes. Exceptions to the Working Cash Fund loans exist when tax anticipation notes are outstanding.

Implementation

The Superintendent or designee shall implement the District's budget and provide the Board with a monthly financial report that includes all deficit fund balances. The amount budgeted as the expenditure in each fund is the maximum amount that may be expended for that category, except when a transfer of funds is authorized by the Board.

The Board shall act on all interfund loans, interfund transfers, transfers within funds, and transfers from the working cash fund or abatements of it, if one exists.

LEGAL REF.:

105 ILCS 5/10-17, 5/10-22.33, 5/17-1, 5/17-1.2, 5/17-1.3, 5/17-2A, 5/17-3.2, 5/17-11, 5/20-5, 5/20-8, and 5/20-10.

35 ILCS 200/18-55 et seq., Truth in Taxation Law.

[23 Ill.Admin.Code Part 100](#).

CROSS REF.: 4:20 (Fund Balances), 4:40 (Incurring Debt), 4:60 (Purchases and Contracts), 6:235 (Access to Electronic Networks)

ADOPTED: March 21, 2011

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/17-1.3, added by P.A. 102-895, requiring districts to disclose this cash reserve balance information "at the public hearing at which the district certifies its budget and levy for the taxable year." The statute does not specify the manner in which the disclosure must be made; for ease of administration, the added text manages disclosure at the budget hearing by including it in the budget review. To provide evidence of compliance, consider as a best practice recording this disclosure in the board meeting minutes and/or presenting it in writing. The term *operational levy* is not defined in the statute, but it may refer to a district's *operating funds*, which Ill. State Board of Education rules define as the Educational, Operations and Maintenance, Transportation, and Working Cash funds. 23 Ill. Admin.Code §100.20. Consult the board attorney for guidance. **Issue 110, October 2022**

PRESSPlus 2. Required by 105 ILCS 5/17-1.3, added by P.A. 102-895. Consult the board attorney about the meaning of the *public hearing* for the levy and if the disclosure must always be made at the board meeting at which the board certifies the district's levy, or only in those instances where notice and a *public hearing* are required by the Truth in Taxation Law. 35 ILCS 200/18-70. Similar to the disclosure of cash reserves made at the budget hearing, a district may want to manage compliance for the levy hearing by incorporating the information into the presentation of the levy at the board meeting. **Issue 110, October 2022**

Document Status: Draft Update

OPERATIONAL SERVICES

4:140 Waiver of Student Fees

The Superintendent will recommend to the Board of Education a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay finer for the loss of or damage to school books or other school-owned materials.

In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay fees and fines, the following fees are also waived for students who meet the eligibility criteria for fee waiver: athletic participation fees, lock fees, towel fees, shop fees, laboratory fees, and registration fees. ~~Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.~~

Notification

The Superintendent shall ensure that a notice of waiver applicability is provided to parents/guardians with every bill for fees and/or fines, [PRESSPlus1](#) and that applications for fee waivers are widely available and distributed according to State law and Ill. State Board of Education (ISBE) rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a fee and fine waiver when:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program;
2. The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; [PRESSPlus2](#) or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a); [PRESSPlus3](#)

The Superintendent or designee will give additional consideration when re one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees and fines in accordance with State law requirements ~~must follow the verification requirements of 7 C.F.R. 245.6a when using the free lunch or breakfast eligibility guidelines pursuant to The National School Lunch Act as the basis for waiver of the student's fee(s).~~ [PRESSPlus4](#)

If a student receiving a waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

LEGAL REF.:

42 U.S.C. §11434a, McKinney-Vento Homeless Assistance Act.

105 ILCS 5/10-20.13, 5/10-22.25, 5/27-24.2, and 5/28-19.2.

23 Ill.Admin.Code §1.245 [*may contain unenforceable provisions*].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:140 (Education of Homeless Children), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct)

Adopted: August 27, 2018

PRESSPlus Comments

PRESSPlus 1. Required by 105 ILCS 5/10-20.13(b), as amended by P.A. 102-805, eff. 1-1-23. **Issue 110, October 2022**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-20.13, amended by P.A. 102-1032. 105 ILCS 5/10-20.13(b), as amended by P.A. 102-1032, does not specify whether the *income* at or below 200% of the federal poverty line is the household income or solely the income of the veteran/active-duty military parent/guardian. Consult the board attorney for guidance. **Issue 110, October 2022**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-20.13(b), amended by P.A. 102-805, eff. 1-1-23, adding homeless children and youth as students eligible for fee and fine waivers. See also non-regulatory guidance at www.isbe.net/Documents/guidance_reg.pdf, which states that students who are homeless, migrant, in foster care, runaway, or participating in Head Start are categorically eligible for school fee waivers. **Issue 110, October 2022**

PRESSPlus 4. For districts that establish an application process that is completely independent of a student's application for, eligibility for, or participation in the federal free meals program, see sample exhibit 4:140-E1, *Application for Fee Waiver*. For districts that tie the application process to the federal free meals program application and only ask for *verification* in accordance with the meals program, see sample exhibit 4:140-E2, *Application for Fee Waiver Based on Federal Free Meals Program*. The sample exhibits are available at **PRESS** Online by logging in at www.iasb.com. **Issue 110, October 2022**

Document Status: Draft Update

OPERATIONAL SERVICES

4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
 - a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy 6:60, *Curriculum Content*;
 - b. Information in policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:
 - a. A definition of prohibited grooming behaviors and employee-student^{PRESSPlus1} boundary violations pursuant to policy 5:120, *Employee Ethics*; Code of Professional Conduct; and *Conflict of Interest*;
 - b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics*; Code of Professional Conduct; and *Conflict of Interest*; and
 - c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
3. Provide information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:

- a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and how to prevent child sexual abuse from happening;
 - b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and
 - c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.
4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.

LEGAL REF.:

105 ILCS 5/10-23.13, 5/22-85.5, 5/27-9.1a, and 5/27-13.2.

105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.

325 ILCS 5/, Abused and Neglected Child Reporting Act.

720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. Updated throughout to align with changes made to 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, in response to *Faith's Law*, 105 ILCS 5/22-85.5, added by P.A. 102-676. **Issue 110, October 2022**

Document Status: Draft Update

General Personnel

5:20 Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, [PRESSPlus1](#) color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

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

Sexual Harassment Prohibited

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. The District provides annual sexual harassment prevention training in accordance with State law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Report or Complaint

Employees and *nonemployees* (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

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

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager. **An employee** may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

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

Nondiscrimination Coordinator:

Jen Law, Dir. of Student Services

5211 Center Avenue, Lisle, IL 60532

630/493-8000

Complaint Managers:

Jeff Howard, Principal Lisle High School

Dave Kearney, Principal Lisle Junior High

Jill Schreiber, Principal Lisle Elementary

Investigation Process

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

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

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

For any other alleged workplace harassment that does not require action under policy 2:265, *Title IX*

Sexual Harassment Grievance Procedure, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Conduct, and Conflict of Interest*, should be initiated, regardless of whether a written report or complaint is filed.

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

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

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

Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee may be up to and including discharge.

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act ([5 ILCS 430/](#)), the Whistleblower Act ([740 ILCS 174/](#)), and the Ill. Human Rights Act ([775 ILCS 5/](#)).

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

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

Recourse to State and Federal Fair Employment Practice Agencies

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

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

LEGAL REF.:

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

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

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

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

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

[Burlington Indus. v. Ellerth](#), 524 U.S. 742 (1998); [Vance v. Ball State Univ.](#), 570 U.S. 421 (2013). [PRESSPlus2](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Vance v. Ball State Univ.](#), 133 S. Ct. 2434 (2013).

~~Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004); Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).~~

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

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. The Ill. Human Rights Act defines race to include traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists. 775 ILCS 5/1-103(M-5), added by P.A. 102-1102, eff. 1-1-23. The law allows employers to implement dress codes or adopt grooming policies that include restrictions on attire, clothing, or facial hair to maintain workplace safety or food sanitation. 775 ILCS 5/2-102(E-5). Title VII does not have a definition of race, but U.S. Equal Employment Opportunity Commission (EEOC) guidance provides that “[r]ace discrimination includes discrimination on the basis of ancestry or physical or cultural characteristics associated with a certain race, such as skin color, hair texture or styles, or certain facial features.” See the EEOC’s *Questions and Answers about Race and Color Discrimination in Employment*, at: www.eeoc.gov/laws/guidance/questions-and-answers-about-race-and-color-discrimination-employment. **Issue 110, October 2022**

PRESSPlus 2. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

PROFESSIONAL PERSONNEL

5:220 Substitute Teachers

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

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

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 days beginning with the 2021-2022 through the 2022-2023 school year. [PRESSPlus1](#) otherwise 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The Ill. Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year, but not more than 100 paid days in the same classroom. Beginning July 1, 2023, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

The Board establishes a daily rate of pay for substitute teachers. Upon completion of thirty (30) days of substitute assignments in the District during a school year, the substitute teacher shall be paid an additional sum per day determined by the Board.

Substitute teachers receive only monetary compensation for time worked and no other benefits.

Long term substitute assignments shall be categorized as planned or unplanned. A planned long term substitute assignment is one for which the District has prior knowledge with expectations that the assignment will exceed thirty (30) days in length. An unplanned long term substitute assignment is one for which the duration of the assignment is not known at the outset of the assignment.

A substitute teacher for a long term planned assignment shall be paid at the daily rate based upon placement of the substitute teacher on the appropriate step on the current salary schedule as determined by the Superintendent. The daily rate shall be calculated by dividing the amount of the assigned step on the current salary schedule by one hundred eighty one (181).

For substitute assignments of thirty (30) days or less and long term unplanned assignments, a substitute teacher shall be paid at the regular daily rate for substitute teachers until the tenth (10th) consecutive day of substituting for the same absent teacher in the same instructional program. From the eleventh (11th) day through the thirtieth (30th) day, the substitute teacher shall be paid an

additional sum determined by the Board. For days in excess of thirty (30) days, the substitute teacher shall be paid at the daily rate calculated by dividing the base salary amount (BA+0) of the current salary schedule by one hundred eighty one (181).

A record of days worked by each substitute teacher shall be kept in the payroll office.

Internal Substitutes

"Agreement Between the Lisle Education Association and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."

Short-Term Substitute Teachers

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program. Unless otherwise permitted by law, PRESSPlus2 Short-term substitutes may teach no more than five (5) consecutive school days for each licensed teacher who is under contract with the Board.

Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to thirty (30) calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education within five (5) business days after the employment of a substitute teacher in an emergency situation.

LEGAL REF.:

[105 ILCS 5/10-20.68](#), [5/21B-20\(2\)](#), [5/21B-20\(3\)](#), and [5/21B-20\(4\)](#).

[40 ILCS 5/16-118](#), III. Pension Code.

[23 Ill.Admin.Code §1.790](#) (Substitute Teacher) and [§25.520](#) (Substitute Teaching License).

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

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/21B-20(3), amended by P.A. 102-717. **Issue 110, October 2022**

PRESSPlus 2. Updated in response to 105 ILCS 5/21B-20(4), amended by P.A. 102-712, permitting short-term substitute teachers to substitute for a licensed teacher for up to 15 (rather than five) consecutive school days, if the Governor has declared a disaster due to a public health emergency, through 6-30-23. **Issue 110, October 2022**

Document Status: Draft Update

PROFESSIONAL PERSONNEL

5:250 Leaves of Absence

Sick and Bereavement Leave, [PRESSPlus1](#) Sabbatical Leave, Personal Leave/Religious Leave, Leave of Absence Without Pay, Association Leave, Lobbying Leave, Adoption Leave

Please refer to the following current agreement:

"Agreement Between the Lisle Education Association and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual contract; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent or designee may require that the employee provide evidence that the formal adoption or foster care process is underway.

FamilyChild Bereavement Leave [PRESSPlus2](#)

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take familychild bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the FamilyChild Bereavement Leave Act. Eligible employees may use familyChild bereavement leave, without any adverse employment action, allows for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of his or her child a covered family member, which includes an employee's child, stepchild, domestic partner, [PRESSPlus3](#) sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the staff member's child covered family member, or (3) grieving the death of the staff member's child covered family member, without any adverse employment action, or (4) absence from work due to a Significant Event, [PRESSPlus4](#) which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an

adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of ~~his or her child~~ the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one ~~child~~ covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the FamilyChild Bereavement Leave Act. This policy does not create any right for an employee to take familychild bereavement leave that is inconsistent with the FamilyChild Bereavement Leave Act.

Parental Leave

The Board shall grant a professional staff member's request for a non-paid, child-rearing leave, not to exceed the balance of the school year plus one additional school year (but in no event shall such leave exceed three semesters), provided the request complies with this policy. Nothing in this section shall prohibit a professional staff member from using paid sick days as provided in this policy.

A teacher must request, if possible, a child-rearing leave by notifying the Superintendent in writing no later than 90 days before the requested leave's beginning date. The request should include the proposed leave dates. The leave shall end before a new school year begins or before the first day of school after winter recess.

Subject to the insurance carrier's approval, the teacher may maintain insurance benefits at his or her own expense during a child-rearing leave.

A professional staff member desiring to return before the leave's expiration will be assigned to an available vacancy for which the teacher is qualified, subject to scheduling efficiency and instruction continuity.

Leaves for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

General Assembly

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

Leave for Employment in Department of Defense

The Board may grant teachers a leave of absence to accept employment in a Dept. of Defense overseas school.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral

meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence, Sexual Violence, or Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance without suffering adverse employment action.

The Victims' Economic Security and Safety Act governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 ([29 U.S.C. §2601 et seq.](#)).

Leaves to Serve as an Officer or Trustee of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to a teacher who is elected to serve as an officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System to attend meetings and seminars as described in [105 ILCS 5/24-6.3](#), and (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in [105 ILCS 5/24-6.2](#).

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

COVID-19 Paid Administrative Leave [PRESSPlus5](#)

During any time when the Governor has declared a disaster due to a public health emergency under 20 ILCS 3305/7, paid administrative leave is available to eligible employees if the District, State or any of its agencies, or the local health department has issued guidance, mandates, or rules related to COVID-19 that restrict an employee from being on District property for a reason outlined in State law.

For an employee to be eligible for COVID-19 paid administrative leave, the employee must be fully vaccinated against COVID-19 [PRESSPlus6](#) as defined in 105 ILCS 5/10-20.83 (final citation pending). [Q1](#)

The employee will receive as many days of administrative leave as required to abide by the public health guidance, mandates, and requirements issued by the Ill. Dept. of Public Health, unless a longer period has been negotiated with the exclusive bargaining representative.

As a condition of being granted COVID-19 paid administrative leave, an employee shall provide all documentation necessary to substantiate the employee's eligibility for the leave, as requested by the Superintendent or designee. [PRESSPlus7](#) An employee who is on COVID-19 paid administrative leave will receive the employee's regular rate of pay; the leave will not diminish any other leave or benefits of the employee. Employees may not accrue COVID-19 paid administrative leave.

LEGAL REF.:

105 ILCS 5/10-20.83 (final citation pending), 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.

~~10 ILCS 5/13-2.5.~~

~~105 ILCS 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.~~

10 ILCS 5/13-2.5, Election Code.

[330 ILCS 61/](#), Service Member Employment and Reemployment Rights Act.

[820 ILCS 147/](#), School Visitation Rights Act.

[820 ILCS 154/](#), Child Bereavement Leave Act.

[820 ILCS 180/](#), Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

Adopted: February 28, 2022

Questions and Answers:

***Required Question 1. Does the board require fully vaccinated employees to participate in a district COVID-19 testing program?

No. (Default)

Yes. (IASB will add "and participate in the District's COVID-19 testing program" to the end of this sentence.)

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/24-6, amended by P.A. 102-697, requires districts to return sick leave used by a fully vaccinated teacher for a qualifying COVID-19 related reason during the 2021-2022 school year, provided the teacher was "fully vaccinated against COVID-19" by 5-10-22. The law prohibits districts from rescinding the returned sick leave in the event the definition of "fully vaccinated against COVID-19" is later updated by the Centers for Disease Control and Prevention (CDC) or the

Ill. Dept. of Public Health (IDPH) to include recommended booster doses. **Issue 110, October 2022**

PRESSPlus 2. Updated in response to the ~~Family~~ Child Bereavement Act, 820 ILCS 154/, amended by P.A. 102-1050, eff. 1-1-23, expanding the entitlement to unpaid bereavement leave to *covered family members*, and to include absences related to unsuccessful pregnancies and adoptions. The employer may require reasonable documentation as specified in 105 ILCS 154/10(d), amended by P.A. 102-1050, eff. 1-1-23, but may not require that an employee identify which specific category under item (4) in the first paragraph of this subhead pertains to the leave. **Issue 110, October 2022**

PRESSPlus 3. *Domestic partner*, when used to refer to an unmarried employee, includes: (1) the person recognized as the domestic partner of the employee under any domestic partnership or civil union law of a state or political subdivision of a state, or (2) an unmarried adult who is in a committed, personal relationship with the employee, who is not a domestic partner as described in item (1) and who the employee designates as that employee's domestic partner. 820 ILCS 154/5, amended by P.A. 102-1050, eff. 1-1-23. **Issue 110, October 2022**

PRESSPlus 4. Note the term *Significant Event* does not appear in the statute; it is included in this policy text as a shorthand term to refer to those events listed in 820 ILCS 154/10(a)(4). **Issue 110, October 2022**

PRESSPlus 5. Required by 105 ILCS 5/10-20.83 (final citation pending), added by P.A. 102-697. Whether some or all of the COVID-19 related reasons listed in 105 ILCS 5/10-20.83(b) and (c) (final citation pending) apply will depend upon current health guidance and/or rules. The law requires that this leave also be provided retroactively to an employee for a qualifying reason *prior* to 4-5-22 if the employee was fully vaccinated by 5-10-22. The law prohibits districts from rescinding the paid leave if the definition of "fully vaccinated against COVID-19" is later updated by the CDC or IDPH to include recommended booster doses.

Consult the board attorney for guidance about whether the board must accommodate an employee's religion or disability by exempting the employee from the COVID-19 vaccination prerequisite in 105 ILCS 5/10-20.83 (final citation pending), added by P.A. 102-697, and/or if the board and union may agree that this leave will extend to all unvaccinated employees. Title VII of the Civil Rights Act of 1964 requires employers to accommodate an employee's sincere religious objection to an employer vaccination requirement unless doing so would be an "undue hardship" on the employer. 42 U.S.C §2000e(j). Similarly, the Americans with Disabilities Act requires an employer to exempt an employee with a disability (including pregnancy-related disability) from a safety-related standard, such as a vaccination requirement, unless the employee poses a *direct threat* to the health or safety of the employee or others while on the job. 29 C.F.R. §1630.2(r). See also the U.S. Equal Employment Opportunity Commission guidance document, *What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws*, at: www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws. **Issue 110, October 2022**

PRESSPlus 6. "Fully vaccinated against COVID-19" means: (1) two weeks after receiving the second dose in a two-dose series of a COVID-19 authorized for emergency use, licensed, or otherwise approved by the U.S. Food and Drug Administration (FDA), or (2) two weeks after receiving a single dose of a COVID-19 vaccine authorized for emergency use, licensed, or otherwise approved by the FDA. If the Centers for Disease Control and Prevention (CDC) later revises the definition of "fully vaccinated against COVID-19" to include booster doses, and the Ill. Dept. of Public Health (IDPH)

adopts the CDC's revised definition, then employees will have five weeks after IDPH's action to receive a booster (if eligible) to remain eligible for COVID-19 paid administrative leave. 105 ILCS 5/10-20.83(g) (final citation pending), added by P.A. 102-697. **Issue 110, October 2022**

PRESSPlus 7. This sentence is optional. 105 ILCS 5/10-20.83(d) (final citation pending), added by P.A. 102-697. It is a best practice for boards to require appropriate documentation to verify employee eligibility for the leave benefit. **Issue 110, October 2022**

Document Status: Draft Update

EDUCATIONAL SUPPORT PERSONNEL

5:280 Duties and Qualifications

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to Board of Education policies as they may be changed from time-to-time at the Board's sole discretion.

Paraprofessionals

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE).

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals, and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules.

Nonlicensed certificated and Unlicensed [PRESSPlus1](#) Personnel Working with Students and Performing Non-Instructional Duties

Nonlicensed certificated and unlicensed personnel performing non-instructional duties may be used:

1. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media, e.g., computers, video, and audio, detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities or for school activities connected to the academic program during any time in which the Governor has declared a disaster due to a public health emergency, in accordance with ISBE rule, [PRESSPlus2](#)
or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a nonlicensed certificated person from serving as a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval.

Coaches and Athletic Trainers

Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automatic External Defibrillator user according to rules adopted by the Illinois Department of Public Health. Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act, be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer, or otherwise be qualified to perform athletic trainer activities under State law.

Bus Drivers

All school bus drivers must have a valid school bus driver permit. The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver, that the bus driver permit holder has been called to active duty. New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, *Hiring Process and Criteria* and Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.

LEGAL REF.:

[34 C.F.R. §200.58](#).

[105 ILCS 5/10-22.34](#), [5/10-22.34a](#), and [5/10-22.34b](#).

[625 ILCS 5/6-104](#) and [5/6-106.1](#), [Ill. Vehicle Code](#).

[23 Ill.Admin.Code §§1.280](#), [1.630](#), and [25.510](#).

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers), 7:305 (Student Athlete Concussions and Head Injuries)

Adopted: May 18, 2020

PRESSPlus Comments

PRESSPlus 1. Updated in response to 23 Ill.Admin.Code §1.630(c), amended at 45 Ill.Reg. 9446. **Issue 110, October 2022**

PRESSPlus 2. Updated in response to 23 Ill.Admin.Code §1.630(c), amended at 45 Ill.Reg. 9446 by P.A 102-894. **Issue 110, October 2022**

Document Status: Draft Update

EDUCATIONAL SUPPORT PERSONNEL

5:320 Evaluation

Please refer to the following current agreement:

"Agreement Between the Classified Employees Association of Lisle and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."

For employees not covered by this agreement:

The Superintendent is responsible for designing and implementing a program for evaluating the job performance of each educational support staff member according to standards contained in Board of Education policies as well as in compliance with State law and any applicable employee handbook [PRESSPlus1](#) and/or collective bargaining agreement. The standards for the evaluation program shall include, but not be limited to:

1. Each employee shall be evaluated annually, preferably before the annual salary review.
2. The direct supervisor shall provide input.
3. The employee's work quality, promptness, attendance, reliability, conduct, judgment, and cooperation shall be considered.
4. The employee shall receive a copy of the annual evaluation.
5. All evaluations shall comply with State and federal law and any applicable employee handbook and/or collective bargaining agreement.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:150 (Personnel Records)

ADOPTED: August 28, 2017

PRESSPlus Comments

PRESSPlus 1. Updated in response to a Policy Reference Manual (PRM) five-year review. **Issue 110, October 2022**

Document Status: Draft Update

EDUCATIONAL SUPPORT PERSONNEL

5:330 Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, [PRESSPlus1](#) Vacation, Holidays, Personal Leave, General Unpaid Leaves, Child Care Leave, Association Leave, Accident or Injury Leave, Family Medical Leave

Please refer to the following current agreement:

"Agreement Between the Classified Employees Association of Lisle and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."

Leave to Serve as a Trustee of the Ill Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with ~~105 ILCS 5/24-6.3~~ State law.

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leave for Service in the Military.
2. Leave for Service in the General Assembly.
3. School Visitation Leave
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
5. FamilyChild Bereavement Leave. [PRESSPlus2](#)
6. Leave to serve as an election judge.
7. COVID-19 Paid Administrative Leave. [PRESSPlus3](#)

LEGAL REF.:

105 ILCS 5/10-20.7b, 5/10-20.83 (final citation pending), 5/24-2, ~~and 5/24-6~~, and 5/24-6.3.

10 ILCS 5/13-2.5, Election Code.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147, School Visitation Rights Act.

[820 ILCS 154/](#), Child Bereavement Leave Act.

[820 ILCS 180/](#), Victims' Economic Security and Safety Act.

School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist.1987); *Elder v. Sch. Dist. No.127 1/2*, 60 Ill.App.2d 56 (1st Dist.1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/24-6, amended by P.A. 102-697, requires districts to return sick leave used by a fully vaccinated teacher for a qualifying COVID-19 related reason during the 2021-2022 school year, provided the teacher was "fully vaccinated against COVID-19" by 5-10-22. The law prohibits districts from rescinding the returned sick leave in the event the definition of "fully vaccinated against COVID-19" is later updated by the Centers for Disease Control and Prevention (CDC) or the Ill. Dept. of Public Health (IDPH) to include recommended booster doses. **Issue 110, October 2022**

PRESSPlus 2. Updated in response to the ~~Family~~ Child Bereavement Act, 820 ILCS 154/, amended by P.A. 102-1050, eff. 1-1-23. **Issue 110, October 2022**

PRESSPlus 3. Required by 105 ILCS 5/10-20.83 (final citation pending), added by P.A. 102-697. **Issue 110, October 2022**

Document Status: Draft Update

INSTRUCTION

6:15 School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Ill. State Board of Education (ISBE) prepared *State Goals for Learning with accompanying Illinois and [PRESSPlus1 Learning Standards](#)*.

The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and ISBE rules, and continuously keep the Board informed:

1. Prepare and submit each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.
2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE.
3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation.
4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
5. In accordance with [105 ILCS 5/2-3.153](#), annually administer a climate survey on the instructional environment within the school to, at minimum, students in grades 4 through 12 and teachers.

The Superintendent shall make regular assessment reports to the Board, including projections whether the District and each school is or will be making adequate yearly progress as defined in State law. The Superintendent shall seek Board approval for each District and/or school improvement plan and otherwise when necessary or advisable.

LEGAL REF.:

[105 ILCS 5/2-3.25](#), [5/2-3.25a](#), [5/2-3.25b](#), [5/2-3.25c](#), [5/2-3.25d-5](#), [5/2-3.25e-5](#), [5/2-3.25f](#), [5/2-3.25f-5](#), [5/2-3.63](#), [5/2-3.64a-5](#), [5/2-3.153](#), [5/10-17a](#), [5/10-21.3a](#), and [5/27-1](#).

[23 Ill.Admin.Code Part 1](#), Subpart A: Recognition Requirements.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to 23 Ill.Admin.Code §1, Appendix D, amended at 45 Ill.Reg. 13180. **Issue 110, October 2022**

Document Status: Draft Update

INSTRUCTION

6:20 School Year Calendar and Day

School Calendar

The Board of Education, upon the Superintendent's recommendation and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance.

Commemorative Holidays

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in the School Code to study and honor the commemorated person or occasion. The Board may, from time to time, designate a regular school day as a commemorative holiday.

School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements. The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance.

LEGAL REF.:

105 ILCS 5/10-19, 5/10-19.05, 5/10-20.56, 5/10-20.46, 5/10-30, 5/18-12, 5/18-12.5, 5/24-2, 5/27-3, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1, and 5/27-20.2, ~~and 20/1~~. [PRESSPlus1](#)

10 ILCS 5/11-4.1, Election Code.

5 ILCS 490/, State Commemorative Dates Act.

23 Ill.Admin.Code §1.420(f).

Metzl v. Leininger, 850 F.Supp. 740 (N.D. Ill. 1994), *aff'd* by 57 F.3d 618 (7th Cir. 1995).

CROSS REF.: 2:20 (Powers and Duties of the Board of Education; Indemnification), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 7:90 (Release During School Hours)

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

INSTRUCTION

6:250 Community Resource Persons and Volunteers

The Board of Education encourages the use of resource persons and volunteers to: (1) increase students' educational attainment; (2) provide enrichment experiences for students; (3) increase the effective utilization of staff time and skills; (4) give more individual attention to students; and (5) promote greater community involvement.

Resource persons and volunteers may be used:

1. For non-teaching duties not requiring instructional judgment or evaluation of students;
2. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
3. To assist with academic programs under a ~~certificated~~ licensed [PRESSPlus1](#) teacher's immediate supervision;
4. To assist in times of violence or other traumatic incidents within the District by providing crisis intervention services to lessen the effects of emotional trauma on staff, students, and the community, provided the volunteer meets the qualifications established by the Ill. School Crisis Assistance Team Steering Committee;
5. As a guest lecturer or resource person under a ~~certificated~~ licensed teacher's direction and with the administration's approval; or
6. As supervisors, chaperones, or sponsors for academic and/or non-academic school activities, including but not limited to, field trips.

The Superintendent shall follow Board policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, to establish procedures for securing and screening resource persons and volunteers. A person who is a *sex offender*, as defined by the Sex Offender Registration Act, or a *violent offender against youth*, as defined in the Murderer and Violent Offender Against Youth Registration Act, is prohibited from being a resource person or volunteer. All volunteer coaches must comply with the requirement to report hazing in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.:

[105 ILCS 5/10-22.34](#), [5/10-22.34a](#), and [5/10-22.34b](#).

[720 ILCS 5/12C-50.1](#), Failure to Report Hazing.

[730 ILCS 150/1](#) *et seq.*, Sex Offender Registration Act.

[730 ILCS 152/101](#) *et seq.*, Sex Offender Community Notification Law.

[730 ILCS 154/75](#) *et seq.*, Murderer and Violent Offender Against Youth Community Notification Law.

[730 ILCS 154/101](#) *et seq.*, Murderer and Violent Offender Against Youth Registration Act.

CROSS REF.: 4:170 (Safety), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:280 (Duties and Qualifications), 8:30 (Visitors to and

Conduct on School Property), 8:95 (Parental Involvement), 6:240 Field Trips and Recreational Class Trips

Adopted: August 27, 2018

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b, amended by P.A. 102-894. **Issue 110, October 2022**

Document Status: Draft Update

INSTRUCTION

6:255 Assemblies and Ceremonies

Assemblies must be approved by the Superintendent or designee and be consistent with the District's educational objectives.

While the District respects an individual's brief, quiet, personal religious observance(s), [PRESSPlus1](#) it shall not endorse or otherwise promote invocations, benedictions, and group prayers at any school assembly, ceremony, or other school-sponsored activity.

LEGAL REF.:

[Lee v. Weisman](#), 505 U.S. 577 (1992).

[Santa Fe Independent Sch. Dist. v. Doe](#), 530 U.S. 290 (2000).

[Kennedy v. Bremerton Sch. Dist.](#), 142 S.Ct. 2407 (2022).

[Jones v. Clear Creek Independent Sch. Dist.](#), 930 F.2d 416 (5th Cir. 1991), *cert. granted, judgement vacated*, 505 U.S. 1215 (1992), *remand*, 977 F.2d 963, *reh'g denied*, 983 F.2d 234 (5th Cir. 1992), and *cert. denied*, 508 U.S. 967 (1993).

CROSS REF.: 6:70 (Teaching About Religion), 6:80 (Teaching About Controversial Issues)

Adopted: August 23, 2021

PRESSPlus Comments

PRESSPlus 1. Updated in response to [Kennedy v. Bremerton Sch. Dist.](#), 142 S.Ct. 2407 (2022), where the Supreme Court held that a football coach had a right to pray on the 50-yard line after games, even though still on duty, because he was engaged in a "brief, quiet, personal religious observance doubly protected by the Free Exercise and Free Speech Clauses of the First Amendment." Consult the board attorney if considering a policy or practice of prohibiting employees from engaging in private prayer in the presence of students. **Issue 110, October 2022**

Document Status: Draft Update

INSTRUCTION

6:260 Complaints About Curriculum, Instructional Materials, and Programs

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum pursuant to Board of Education policy 7:15, *Student and Family Privacy Rights*.

~~Persons~~ Parents/guardians, employees, and community members ^{PRESSPlus1} who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy ~~should~~ may file a complaint using Board policy 2:260, *Uniform Grievance Procedure*.

~~Persons~~ Parents/guardians, employees, and community members with ~~all~~ other suggestions or complaints about curriculum, instructional materials, or programs should complete a *Curriculum Objection Form*. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a *Curriculum Objection Form*. The Superintendent or designee shall establish criteria for the review of objections and inform the parent/guardian, employee, or community member, as applicable, of the District's decision. ^{PRESSPlus2}

LEGAL REF.:

[20 U.S.C. §1232h](#), Protection of Pupil Rights Amendment.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

Adopted: August 23, 2021

PRESSPlus Comments

PRESSPlus 1. Updated to limit the scope of complainants in this policy to parents/guardians, employees, and community members in alignment with sample **PRESS** policy 2:260, *Uniform Grievance Procedure*. **Issue 110, October 2022**

PRESSPlus 2. Optional sentence; updated in response to **PRESS** Advisory Board (PAB) member feedback regarding the need for districts to have processes in place to address an increasing number of curriculum objections. It strengthens the policy's connection to IASB's *Foundational Principles of Effective Governance*. See www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance. For criteria that can be used in reviewing curriculum objections, see sample administrative procedure, 6:260-AP, *Responding to Complaints About Curriculum, Instructional Materials, and Programs*, available at **PRESS** Online by logging in at www.iasb.com. **Issue 110, October 2022**

Document Status: Draft Update

INSTRUCTION

6:310 High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students

Credit for Non-District Experiences

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

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses
4. College or high school courses offering dual credit at both the college and high school level
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program
7. Credit earned in a Vocational Academy

The student must seek approval from the Superintendent or designee to receive graduation credit for any non-District course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. When applicable, the Building Principal or designee shall, prior to the first day of class, inform individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the community college's criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course. [PRESSPlus1](#)
This section does not govern the transfer of credits for students transferring into the District.

Substitutions for Required Courses

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

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

Registered Apprenticeship Program. The Superintendent or designee will ensure that the District complies with State law requirements for registered apprenticeship programs. The opportunities and requirements for registered apprenticeship programs contained in this policy will be posted on the District's website, and parents/guardians and students will also be notified of such opportunities in the appropriate school handbook(s).

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

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

Substitutions for physical education. A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

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

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

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

Re-Entering Students

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

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

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

LEGAL REF.:

105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/2-3.142, 5/2-3.175, 5/10-22.43a, [5/10-20.62](#), 5/27-6, 5/27-22.3, and 5/27-22.05.

[110 ILCS 27/](#), Dual Credit Quality Act.

[23 Ill.Admin.Code §§1.425\(e\), 1.440\(f\), 1.470\(c\), and Part 255.](#)

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

Adopted: December 14, 2020

PRESSPlus Comments

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

Partnership agreements for dual credit programs that are entered into, amended, renewed, or extended after 1-1-23, must allow high school students who do not otherwise meet the community college's academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school credit. 110 ILCS 27/16.5(a), added by P.A. 102-1077, eff. 1-1-23. **Issue 110, October 2022**

Document Status: Draft Update

INSTRUCTION

6:340 Student Testing and Assessment Program

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

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

1. Administers to students all standardized assessments required by the Illinois State Board of Education (ISBE) and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment.
3. Conform to the schedule required by State law. It may include testing students in grades not required by State law to be tested.
4. Be uniformly applied to all students who are required to be tested, including: (a) students in a State approved transitional bilingual education or transitional program, and (b) students who have an Individualized Educational Plan (IEP).
5. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See policy 6:280, *Grading and Promotion*.
6. Emphasize professional testing practices.

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

LEGAL REF.:

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act.

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

105 ILCS 5/2-3.63, 5/2-3.64a-5, 5/2-3.64a-10, [5/2-3.64a-15](#), 5/2-3.107, 5/2-3.153, 5/10-17a, 5/22-82, and 5/27-1. [PRESSPlus1](#)

23 Ill. Admin. Code [§§1.30\(b\)](#) and [§375.10](#).

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

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

INSTRUCTION

6:60 Curriculum Content

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

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.
3. Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, and railroad crossings and their approaches, and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.
4. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
5. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
6. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate

policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.

7. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
8. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades will include educating students about behaviors that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
9. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
10. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.
11. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law, including a developmentally appropriate consent education curriculum pursuant to [105 ILCS 5/27-9.1b](#).
12. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
13. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
14. In grades 9 through 12, a unit of instruction about the process of naturalization by which a foreign citizen or foreign national becomes a U.S. citizen that includes content from the components of the naturalization test administered by the U.S. Citizenship and Immigration Services.
15. Beginning in the fall of 2022, in grades 9 through 12, intensive instruction in computer literacy,

which may be included as a part of English, social studies, or any other subject.

16. Beginning in the fall of 2022, in grades 9 through 12, a unit of instruction on media literacy that includes, but is not limited to, all of the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason.
17. Beginning in the fall of 2023, in grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. *Computer science* means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or accessing the Internet.
18. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
19. In all schools, United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, and (g) Illinois history, and (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America.(g) Illinois history.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

19. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
21. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.

22. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
24. Beginning in the fall of 2022, in all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.
25. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

LEGAL REF.:

[Pub. L. No. 108-447](#), Section 111 of Division J, Consolidated Appropriations Act of 2005.

[Pub. L. No. 110-385](#), Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.

[47 C.F.R. §54.520](#).

[5 ILCS 465/3](#) and [465/3a](#).

[20 ILCS 2605/2605-480](#).

105 ILCS 5/2-3.80(e) and (f), 5/10-20.~~73-79~~(final citation pending), 5/10-23.13, 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.08, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-20.8, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-23.11, 5/27-23.15, [5/27-23.16](#), 5/27-24.1, and 5/27-24.2. [PRESSplus1](#)

[105 ILCS 110/3](#), Comprehensive Health Education Program.

[105 ILCS 435/](#), Vocational Education Act.

[625 ILCS 5/6-408.5](#), Ill. Vehicle Code.

[23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440](#).

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 6:310 (Credit for Alternative Courses and Programs, and Course Substitutions), 7:15 (Student and Family Privacy Rights), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior); 7:260 (Exemption from Physical Education), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

INSTRUCTION

6:65 Student Social and Emotional Development

Social and emotional learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-and-culturally appropriate classroom instruction, District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Staff development and training to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.
7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

LEGAL REF.:

Children's Mental Health Act of 2003, 405 ILCS 49/.[PRESSPlus1](#)

CROSS REF.: 1:30, (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Adopted: May 20, 2019

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

STUDENTS

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grades 6 and 12.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was risk-assessed or screened for lead poisoning.
5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papillomavirus (HPV) and HPV-related cancers and the availability of the HPV vaccine.
6. The District will provide informational materials regarding influenza, influenza vaccinations, meningococcal disease, and meningococcal vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and

immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second, sixth, and ninth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second, sixth, or ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written

verification.

3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board of Education policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.:

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

105 ILCS 5/27-8.1 and 45/1-20.

410 ILCS 45/7.1, Lead Poisoning Prevention Act. [PRESSPlus1](#)

410 ILCS and 315/2e, Communicable Disease Prevention Act.

23 Ill.Admin.Code §1.530.

77 Ill. Admin.Code Part 664, Socio-Emotional and Developmental Screening.

77 Ill.Admin.Code Part 665, Child and Student Health Examination and Immunization.

77 Ill.Admin.Code Part 690, Control of Communicable Diseases.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

Adopted: December 14, 2020

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

STUDENTS

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

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

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

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

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

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

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

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

meant to be illustrative and non-exhaustive.

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

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

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

Bullying Prevention and Response Plan

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

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

anonymous report.

Nondiscrimination Coordinator:

Jen Law, Dir. of Student Services

Complaint Manager:

Jeff Howard, Principal Lisle High School

Dave Kearney, Principal Lisle Junior High

Jill Schreiber, Principal Lisle Elementary

Anonymous Reporting:

Jen Law, Dir. of Student Services

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

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

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.

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

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

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

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

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 2:265, *Title IX Sexual Harassment Grievance Procedure*. Any person may use this policy

to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.

- c. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - d. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - e. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - f. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
 - g. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - h. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - i. 7:310, *Restrictions on Publications; Elementary Schools*, and 7:315, *Restrictions on Publications; High Schools*. These policies prohibit students from and provide consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
- a. Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
 - b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
 - c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
 - d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

LEGAL REF.:

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

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

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

23 Ill.Admin.Code §§1.240, ~~and §1.280,~~ and 1.295. [PRESSPlus1](#)

CROSS REF.: 1:30 (School District Philosophy), 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (~~Food Allergy~~ [Anaphylaxis Prevention, Response, and Management Program](#)), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

STUDENTS

7:250 Student Support Services

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools. [PRESSPlus1](#) The following student support services may be provided by the School District:

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease or infestation.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent/guardian must consent to regular or continuing services from a social worker.
4. Guidance and school counseling services.
5. ~~A liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools.~~

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health needs that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such needs.

Erin's Law Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors. [PRESSPlus2](#) along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

This policy shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, [42 U.S.C. §12101](#) *et seq.*

LEGAL REF.:

105 ILCS 5/10-23.13(b), 5/10-20.59, and 5/21B-25(G).

405 ILCS 49/, Children's Mental Health Act ~~of 2003~~.

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students),

7:280 (Communicable and Chronic Infectious Diseases), 7:340 (Student Records)

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. Required by 105 ILCS 5/10-20.59, amended by P.A. 102-199. **Issue 110, October 2022**

PRESSPlus 2. Updated to align with *Erin's Law*, 105 ILCS 10-23.13, amended by P.A. 102-610. **Issue 110, October 2022**

Document Status: Draft Update

STUDENTS

7:285 Anaphylaxis Prevention, Response, and Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger anaphylaxis. Students at risk for anaphylaxis benefit from a Board of Education policy that coordinates a planned response in the event of an anaphylactic emergency. Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat. A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can also occur up to one to two hours after exposure to the allergen.

While it is not possible for the District to completely eliminate the risks of an anaphylactic emergency when a student is at school, an Anaphylaxis Prevention, Response, and Management Program using a cooperative effort among students' families, staff members, students, health care providers, emergency medical services, and the community helps the District reduce these risks and provide accommodations and proper treatment for anaphylactic reactions.

The Superintendent or designee shall develop and implement an Anaphylaxis Prevention, Response, and Management Program for the prevention and treatment of anaphylaxis that:

1. Fully implements the Ill. State Board of Education (ISBE)'s model policy required by the School Code that: (a) relates to the care and response to a person having an anaphylaxis reaction, (b) addresses the use of epinephrine in a school setting, (c) provides a full food allergy and prevention of allergen exposure plan, and (d) aligns with [105 ILCS 5/22-30](#) and [23 Ill.Admin.Code §1.540](#).
2. Ensures staff members receive appropriate training, including: (a) an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management, and (b) training required by law for those staff members acting as *trained personnel*, as provided in [105 ILCS 5/22-30](#) and [23 Ill.Admin.Code §1.540](#).
3. Implements and maintains a supply of undesignated epinephrine in the name of the District, in accordance with policy 7:270, *Administering Medicines to Students*.
4. Follows and references the applicable best practices specific to the District's needs in the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* and the *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*.
5. Provides annual notice to the parents/guardians of all students to make them aware of this policy.
6. Complies with State and federal law and is in alignment with Board policies.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board monitors reviews and makes any necessary updates to this policy at least once every three years by conducting a review

and reevaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its reevaluation and assessment of this policy's outcomes and effectiveness. Any updates will reflect any necessary and appropriate revisions. review and any necessary updates. [PRESSPlus1](#)

LEGAL REF.:

105 ILCS 5/2-3.190~~82~~, 5/10-22.39(e), and 5/22-30.

[23 Ill.Admin.Code §1.540.](#)

Anaphylaxis Response Policy for Illinois Schools, published by ISBE.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips and Recreational Class Trips), 7:180 (Prevention of and Response to Bullying, Intimidation and Harassment), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100 (Relations with Other Organizations and Agencies)

Adopted: July 25, 2022

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 110, October 2022**

Document Status: Draft Update

STUDENTS

7:290 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the [School Code Section 5/2-3.166\(c\)\(2\)-\(7\)](#). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements [105 ILCS 5/2-3.139](#) and [105 ILCS 5/27-7](#) (requiring education for students to develop a sound mind and a healthy body).
 - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under [105 ILCS 5/3-14.8](#) (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - a. The training required by [105 ILCS 5/10-22.39](#) for licensed school personnel and administrators who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:
 - a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and [405 ILCS 49/15\(b\)](#) (requiring student social

- and emotional development in the District's educational program);
- b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
 - c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
 - d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and [105 ILCS 5/10-22.24a](#) and [22.24b](#), which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
 - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
 - f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
 - g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act of 2003, [405 ILCS 49/](#) (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
 - h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
 5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
 6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District. Student identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the [Student Confidential Reporting Act, 5 ILCS 860/](#), Children's Mental Health Act ~~of 2003~~, [405 ILCS 49/](#), Mental Health and Developmental Disabilities Confidentiality Act, [740 ILCS 110/](#), and the Individuals with Disabilities Education Act, [42 U.S.C. §12101](#) *et seq.*

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.:

[42 U.S.C. § 1201](#) *et seq.* Individuals with Disabilities Education Act.

105 ILCS 5/2-3.166, 105 ILCS 5/2-3.139, 5/3-14.8, 5/10-20.76~~3 (final citation pending)~~, [5/10-20.81](#), 5/10-22.24a, 5/10-22.24b, 5/10-22.39, ~~5/10-20.75 (final citation pending)~~, 5/14-1.01 *et seq.*, 5/14-7.02, and 5/14-7.02b, 5/27-7. [PRESSPlus1](#)

[5 ILCS 860/](#), [Student Confidential Reporting Act.](#)

[405 ILCS 49/](#), Children's Mental Health Act ~~of 2003~~.

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

[745 ILCS 10/](#), Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

STUDENTS

7:340 Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

State and federal law grants students, ~~and~~ parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, [PRESSPlus1](#) certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, the District discloses school student records without parent/guardian consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

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

Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique

behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the parent/guardian or the student (if over the age of 18). Upon a student's 18th birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

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

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the parent/guardian or the student (if over the age of 18). Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

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

LEGAL REF.:

20 U.S.C. §1232g, Family Educational Rights and Privacy Act, ~~implemented by~~ 34 C.F.R. Part 99.

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

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

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

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

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

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

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

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

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

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 10/5(a), amended by P.A. 102-199. The Ill. School Student Records Act

does not give Ill. Dept. of Children and Family Services representatives the right to challenge student records. 105 ILCS 10/7. **Issue 110, October 2022**

Document Status: Draft Update

STUDENTS

7:50 School Admissions and Student Transfers To and From Non-District Schools

Age

To be eligible for admission to Kindergarten, a child must be 5 years old on or before September 1 of that school term. Children who enter first grade must be 6 years of age on or before September 1 of that school term. Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be 6 years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at 3 years of age. Early entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*.

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent.

Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Building Principal shall immediately notify the local law enforcement agency and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case shall be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Principal shall so refer the case. The Principal shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade

level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

Homeless Children

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

Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law. [PRESSPlus1](#)

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Foreign Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa may be required to pay tuition.

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

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

Re-enrollment

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

Section 504.

LEGAL REF.:

[8 U.S.C. §1101](#), Illegal Immigrant and Immigrant Responsibility Act of 1996.

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act.

[20 U.S.C. §1400](#) *et seq.*, Individuals With Disabilities Education Improvement Act.

[29 U.S.C. §794](#), Rehabilitation Act of 1973, Section 504.

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

[105 ILCS 5/2-3.13a](#), [5/10-20.12](#), [5/10-20.59](#), [5/10-22.5a](#), [5/14-1.02](#), [5/14-1.03a](#), [5/26-1](#), [5/26-2](#), [5/27-8.1](#).

[105 ILCS 10/8.1](#), Ill. School Student Records Act.

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

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

[325 ILCS 50/](#), Missing Children Records Act.

[325 ILCS 55/](#), Missing Children Registration Law.

[410 ILCS 315/2e](#), Communicable Disease Prevention Act.

[20 Ill.Admin.Code Part 1290](#), Missing Person Birth Records and School Registration.

[23 Ill.Admin.Code Part 226](#), Special Education.

[23 Ill.Admin.Code Part 375](#), Student Records.

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

PRESSPlus Comments

PRESSPlus 1.

Document Status: Draft Update

STUDENTS

7:70 Attendance and Truancy

Compulsory School Attendance

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

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, [PRESSPlus1](#) family emergency, other situations beyond the control of the student as determined by the Board, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

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

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified. A student may be excused, at the Superintendent or designee's discretion, when: (1) the student has a last period study hall, (2) the parent/guardian provides written permission, (3) the student's employer provides written verification of employment, (4) the student provides evidence of a valid work permit, or (5) other reason deemed justifiable by the Superintendent or designee.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in

grade 8 or below who are absent without prior parent/guardian notification.

5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that out-of-school suspensions, expulsions, or court action, shall not be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
14. A process for a 17 year old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous 6 months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
15. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

Monitoring [PRESSPlus2](#)

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

LEGAL REF.:

[105 ILCS 5/22-92 and 5/26-1 through 18.](#)

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

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

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:190 (Student Behavior), 7:340 (Student Records)

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/26-1 and 5/26-2a, amended by P.A. 102-891, eff. 1-1-23, requiring that, subject to Ill. State Board of Education (ISBE) guidelines, middle and high school students be permitted one school day-long excused absence per school year to engage in a *civic event*, defined as “an event sponsored by a non-profit organization or governmental entity that is open to the public. *Civic event* includes, but is not limited to, an artistic or cultural performance or educational gathering that supports the mission of the sponsoring non-profit organization. Schools may require students to provide an appropriate administrator with reasonable advance notice of the intended absence and documentation of participation. **Issue 110, October 2022**

PRESSPlus 2. Updated in response to 105 ILCS 5/22-92(b), added by P.A. 102-157 and renumbered by P.A. 102-813; 23 Ill.Admin.Code §207.30(a), requiring that every two years a board update its absenteeism and truancy policy and file it with the Ill. State Board of Education and the regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate].

The policy must contain all requirements of 105 ILCS 5/22-92, indicate the date of adoption (by month, day, and year) and any revision dates, and be filed electronically by September 30 each review year through ISBE’s Web Application Security (IWAS) system. 23 Ill.Admin.Code §§207.20(a), 207.30(a). If, after review and re-evaluation of the policy, the district determines that no updates are necessary, either a copy of board minutes clearly indicating the policy was re-evaluated and no changes were deemed necessary or a signed statement from the board president indicating the policy was re-evaluated and no changes were deemed necessary must be submitted to IWAS. 23 Ill.Admin.Code §207.30(a)(3). ISBE has stated that for districts that update the adoption date listed on a policy whenever the policy is updated, the date of adoption is sufficient to also indicate the revision date. See ISBE's *Absenteeism and Truancy Policy FAQ*, at: www.isbe.net/Documents/Absenteeism-Truancy-Policy-FAQ.pdf.

ISBE rules implementing this requirement were published in the Ill. Register in October 2022 but provide that “[n]o later than September 30, 2022, or no later than September 30 of the first full school year a school becomes subject to this Part, each school or district must file the policy through the State Board of Education’s Web Application Security (IWAS), and must submit an updated policy every two years thereafter by no later than September 30 of the year due.” 23 Ill.Admin.Code §207.30(a). ISBE informed the **PRESS** Editors that due to the late publication date, the submission deadline for the 2022-2023 school year is extended to 1-13-23, and the September 30 submission deadline is not operative until the 2023-2024 school year. **Issue 110, October 2022**

Document Status: Draft Update - Rewritten

General Personnel

5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest

Title has been updated. Original Title: Employee Ethics; Conduct; and Conflict of Interest

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others. [PRESSPlus1](#)

The Superintendent or designee shall provide this policy to all District employees and students and/or parents/guardians in their respective handbooks, and ensure its posting on the District's website, if any. [PRESSPlus2](#)

Professional and Appropriate Conduct

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct. [PRESSPlus3](#)

The Superintendent or designee shall identify employee conduct standards [PRESSPlus4](#) that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy. [PRESSPlus5](#)
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies 2:265, *Title IX Sexual Harassment Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*. [PRESSPlus6](#)
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:

- a. Transporting a student;
 - b. Taking or possessing a photo or video of a student; and
 - c. Meeting with a student or contacting a student outside the employee's professional role.
4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*. [PRESSPlus7](#)
 5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following: [PRESSPlus8](#)
 - a. Violates expectations and guidelines for employee-student boundaries. [PRESSPlus9](#)
 - b. Sexually harasses a student.
 - c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq.*), or the Elementary and Secondary Education Act (20 U.S.C. § 7926). [PRESSPlus10](#)
 - d. Engages in *grooming* as defined in 720 ILCS 5/11-25. [PRESSPlus11](#)
 - e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, *sexual misconduct*. *Sexual misconduct* [PRESSPlus12](#) is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
 - i. A sexual or romantic invitation.
 - ii. Dating or soliciting a date.
 - iii. Engaging in sexualized or romantic dialog.
 - iv. Making sexually suggestive comments that are directed toward or with a student.
 - v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
 - vi. A sexual, indecent, romantic, or erotic contact with the student.

Statement of Economic Interests

The following employees must file a *Statement of Economic Interests* as required by the Ill. Governmental Ethics Act:

1. Superintendent;
2. Building Principal;
3. Head of any department;
4. Any employee who, as the District's agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of \$1,000 or greater;
5. Hearing officer;
6. Any employee having supervisory authority for 20 or more employees; and
7. Any employee in a position that requires an administrative or a chief school business official endorsement.

Ethics and Gift Ban

Board policy 2:105, *Ethics and Gift Ban*, applies to all District employees. Students shall not be used

in any manner for promoting a political candidate or issue.

Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with 105 ILCS 5/22-5, “no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected,” except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) when the employee has a real or apparent conflict of interest. A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

1. A member of the employee’s immediate family;
2. An employee’s partner; [PRESSPlus13](#) or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*.

Guidance Counselor Gift Ban

Guidance counselors are prohibited from intentionally soliciting or accepting any gift from a *prohibited source* or any gift that would be in violation of any federal or State statute or rule. For guidance counselors, a *prohibited source* is any person who is (1) employed by an institution of higher education, or (2) an agent or spouse of or an immediate family member living with a person employed by an institution of higher education. This prohibition does not apply to:

1. Opportunities, benefits, and services available on the same conditions as for the general public.
2. Anything for which the guidance counselor pays market value.
3. A gift from a relative.
4. Anything provided by an individual on the basis of a personal friendship, unless the guidance counselor believes that it was provided due to the official position or employment of the guidance counselor and not due to the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the guidance counselor must consider the circumstances in which the gift was offered, including any of the following:
 - a. The history of the relationship between the individual giving the gift and the guidance counselor, including any previous exchange of gifts between those individuals.
 - b. Whether, to the actual knowledge of the guidance counselor, the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift.
 - c. Whether, to the actual knowledge of the guidance counselor, the individual who gave the

gift also, at the same time, gave the same or a similar gift to other school district employees.

5. Bequests, inheritances, or other transfers at death.
6. Any item(s) during any calendar year having a cumulative total value of less than \$100.
7. Promotional materials, including, but not limited to, pens, pencils, banners, posters, and pennants.

A guidance counselor does not violate this prohibition if he or she promptly returns the gift to the prohibited source or donates the gift or an amount equal to its value to a 501(c)(3) tax-exempt charity.

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Incorporated

by reference: 5:120-E (Code of Ethics for Ill. Educators)

LEGAL REF.:

U.S. Constitution, First Amendment.

2 C.F.R. §200.318(c)(1).

5 ILCS 420/4A-101, Ill. Governmental Ethics Act.

5 ILCS 430/, State Officials and Employee Ethics Act.

30 ILCS 708/, Grant Accountability and Transparency Act.

50 ILCS 135/, Local Governmental Employees Political Rights Act.

105 ILCS 5/10-22.39, 5/10-23.13, 5/22-5, 5/22-85.5, and 5/22-93.

325 ILCS 5/, Abused and Neglected Child Reporting Act.

720 ILCS 5/11-25, Criminal Code of 2012.

775 ILCS 5/5A-102, Ill. Human Rights Act.

23 Ill.Admin.Code Part 22, Code of Ethics for Ill. Educators.

Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968).

Garcetti v. Ceballos, 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Terminations and Suspensions), 7:20 (Harassment of Students Prohibited)

PRESSPlus Comments

PRESSPlus 1. This policy is renamed in response to Faith's Law, 105 ILCS 5/22-85.5, added by P.A. 102-676, so its title explicitly references an employee code of professional conduct. It is rewritten to set forth expectations more clearly for employee behavior, including maintaining appropriate boundaries with students.

This policy largely cites 105 ILCS 5/22-85.5, a small portion of the *Faith's Law* package. *Faith's Law* is the entirety of Public Act 102-676, which closed significant legal loopholes related to combating grooming by: (1) broadening the definition of grooming prohibited by the Criminal Code of 2012 (720 ILCS 5/11-25); (2) authorizing the Ill. Dept. of Children and Family Services to investigate grooming allegations under the Abused and Neglected Child Reporting Act (325 ILCS 5/3); and (3) requiring the Ill. State Board of Education (ISBE) to, by 7-1-23, develop and maintain a resource guide for students, parents/guardians, and teachers about sexual abuse response and prevention resources available in their community (105 ILCS 5/2-3.188). A *Faith's Law* trailer bill, P.A. 102-702, eff. 7-1-23, further combats grooming by amending School Code provisions related to district and third-party contractor hiring practices, suspension and revocation of employee licenses, and criminal history records checks for prospective and current employees. **Issue 110, October 2022**

PRESSPlus 2. Required by 105 ILCS 5/22-85.5(e), added by P.A. 102-676. See sample exhibits 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, and 7:190-E2, *Student Handbook Checklist*. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh. The sample exhibits are available at **PRESS** Online by logging in at www.iasb.com. **Issue 110, October 2022**

PRESSPlus 3. See 105 ILCS 5/22-85.5(b), added by P.A. 102-676. **Issue 110, October 2022**

PRESSPlus 4. Sample conduct standards are contained in administrative procedure 5:120-AP2, *Employee Conduct Standards*, available at **PRESS** Online by logging in at www.iasb.com. These items are subjects of mandatory collective bargaining. Consult the board attorney for advice before establishing them. **Issue 110, October 2022**

PRESSPlus 5. 105 ILCS 5/22-85.5(d)(1), added by P.A. 102-676; 23 Ill.Admin.Code Part 22. 105 ILCS 5/22-85.5(d)(1) requires boards to incorporate ISBE's *Code of Ethics for Illinois Educators* in their policies. Prior to this law requiring boards to incorporate the *Code* by reference, this policy incorporated it to demonstrate a board's commitment to the *Code's* principles, potentially allowing a board to enforce the *Code* independently from any action taken by the State Superintendent. **Issue 110, October 2022**

PRESSPlus 6. 105 ILCS 5/22-85.5(d)(5), added by P.A. 102-676, requires districts to reference required employee training related to child abuse and educator ethics in its employee professional conduct policy. **Issue 110, October 2022**

PRESSPlus 7. Required by 105 ILCS 5/22-85.5(d)(4), added by P.A. 102-676. See also 105 ILCS 5/10-23.13(b), amended by P.A. 102-610. **Issue 110, October 2022**

PRESSPlus 8. Required by 105 ILCS 5/22-85.5(f), added by P.A. 102-676. **Issue 110, October 2022**

PRESSPlus 9. Sample expectations and guidelines are contained in administrative procedure 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*, available at **PRESS** Online by logging in at www.iasb.com. These items are subjects of mandatory collective bargaining. Consult the board attorney for advice before establishing them. **Issue 110, October 2022**

PRESSPlus 10. Required by 105 ILCS 5/22-85.5(d)(4), added by P.A. 102-676. **Issue 110, October 2022**

PRESSPlus 11. 720 ILCS 5/11-25(a), amended by P.A. 102-676, defines *grooming* as follows: “A person commits grooming when he or she knowingly uses a computer on-line service, Internet service, local bulletin board service, or any other device capable of electronic data storage or transmission, performs an act in person or by conduct through a third party, or uses written communication to seduce, solicit, lure, or entice, or attempt to seduce, solicit, lure, or entice, a child, a child's guardian, or another person believed by the person to be a child or a child's guardian, to commit any sex offense as defined in Section 2 of the Sex Offender Registration Act, to distribute photographs depicting the sex organs of the child, or to otherwise engage in any unlawful sexual conduct with a child or with another person believed by the person to be a child. As used in this Section, ‘child’ means a person under 17 years of age.” **Issue 110, October 2022**

PRESSPlus 12. Required by 105 ILCS 5/22-85.5(d)(2), added by P.A. 102-676. This definition of *sexual misconduct* is adapted from 105 ILCS 5/22-85.5(c), added by P.A. 102-676. It results from collaboration to implement some recommendations of the *Make Sexual and Severe Physical Abuse Fully Extinct (Make S.A.F.E.) Taskforce* and was endorsed by Stop Educator Sexual Abuse Misconduct & Exploitation (S.E.S.A.M.E.), a national organization working to prevent sexual exploitation, abuse, and harassment of students by teachers and other school staff. See www.sesamenet.org/ for further information. **Issue 110, October 2022**

PRESSPlus 13. The law does not define *partner*; consult the board attorney about whether this term includes domestic partners, business partners, or both. **Issue 110, October 2022**

Document Status: Review and Monitoring

BOARD OF EDUCATION

2:150 Committees

Committees are useful in gathering and summarizing information, identifying alternatives, and making recommendations to the full board. The role of any committee must be purely advisory in making recommendations to the Board (or to the Superintendent). [PRESSPlus1](#)

All Board committee meetings shall comply with the Open Meetings Act. A Board committee may not take final action on behalf of the Board – it may only make recommendations or proposals to the Board.

Types of Board Committees:

Standing Board Committees

A standing committee, comprised of Board members, is created to deal with matters for an indefinite term although its members will fluctuate. Current Board standing committees are:

1. Board Policy Committee. This committee researches and reviews policy issues, and provides information and recommendations to the Board.
2. Board Finance Committee. This committee reviews District finances monthly and provides financial summaries to the Board. This committee also provides recommendations to the Board regarding the annual budget, tax levy and major capital expenditures and procurement.
3. Board Educational Equity and Excellence Committee. This committee reviews practices to provide information and recommendations to the Board regarding equity in educational opportunities and experiences.

Other Standing Committees Reporting to the Superintendent or Other Staff Members

Other standing committees are made up of staff and citizens who are not members of the Board. These committees report to the Superintendent or other staff members.

Some committees of this type are required by State law, including the following:

1. Parent-Teacher Advisory Committee on Student Discipline. This committee assists in the development of student behavior policy and procedure, and provides information and recommendations to the Board. Its members are parents/guardians and teachers, and may include persons whose expertise or experience is needed. The committee reviews such issues as administering medication in the schools, reciprocal reporting between the School District and local law enforcement agencies regarding criminal offenses committed by students, student behavior, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.
2. Behavioral Interventions Committee. This committee develops and monitors procedures for using behavioral interventions in accordance with Board policy 7:230, *Misconduct by Students with Disabilities*, and provides information and recommendations to the Board.

At the Board President's discretion, the Parent-Teacher Advisory Committee shall perform the duties assigned to the Behavioral Interventions Committee.

Special or Ad Hoc Board Committees

A special or temporary committee may be created for specific purposes and for a predetermined life span, or to investigate special issues. A special committee is automatically dissolved after presenting its final report to the Board or at the Board's discretion. The decision to create a special committee should be made with input from the Superintendent to be sure Board and staff roles and responsibilities are understood. The charge of the committee should be very clear, so that the committee does not misunderstand the extent of its authority.

Committee of the Whole

A meeting of the committee of the whole provides an opportunity for Board members to discuss issues and ask questions without voting.

Operating Guidelines

Committees shall operate under the following guidelines:

1. Board President shall make all Board committee appointments and designates a Committee of the Whole subject to Board approval.
2. The Committee Chair and the committee members shall establish the committee's meeting dates, time, and place.
3. The Superintendent may attend all committee meetings.
4. The Board President serves as an ex-officio member of all Board committees.
5. There is no voting in committee meetings. Committee recommendations or proposals may be referred to the Board for review and action.
6. Committee meetings are subject to the Open Meetings Act.
7. Minutes of committee meetings will be presented to the Committee for approval, within 30 days after that meeting or at Committee's second subsequent regular meeting, whichever is later.

LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[105 ILCS 5/10-20.14](#) and [5/14-8.05](#).

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of Board of Education Meetings), 2:230 (Public Participation at Meetings of the Board of Education and Petitions to the Board), 2:240 (Board Policy Development), 7:190 (Student Behavior), 7:230 (Misconduct by Students with Disabilities)

Adopted: February 26, 2018

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that

each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 110, October 2022

Document Status: Review and Monitoring

BOARD OF EDUCATION

2:250 Access to District Public Records

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response. [PRESSPlus1](#)

Freedom of Information Officer

The Superintendent shall serve as the District's Freedom of Information Officer and assumes all the duties and powers of that office as provided in FOIA and this policy. The Superintendent may delegate these duties and powers to one or more designees, but the delegation shall not relieve the Superintendent of the responsibility for the action that was delegated.

Definition

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District.

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; or
3. Complying with the request would be unduly burdensome.

Within 5 business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to 5 business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the

person in writing on a compliance period.

The time periods are extended for responding to requests for records made for a *commercial purpose*, requests by a *recurrent requester*, or *voluminous requests*, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a *commercial purpose* and fees, costs, and personnel hours in connection with responding to a *voluminous request*.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request*, as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

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 Board of Education 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.

LEGAL REF.:

[5 ILCS 140/](#), Illinois Freedom of Information Act.

[105 ILCS 5/10-16](#) and [5/24A-7.1](#).

[820 ILCS 40/11](#).

[820 ILCS 130/5](#).

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records), 7:340 (Student Records)

ADOPTED: July 20, 2015

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
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Issue 110, October 2022

Document Status: Review and Monitoring

GENERAL SCHOOL ADMINISTRATION

3:10 Goals and Objectives

The Superintendent directs the administration in order to manage the School District and to facilitate the implementation of a quality educational program in alignment with Board of Education policy 1:30, *School District Philosophy*. Specific goals and objectives are to: [PRESSPlus1](#)

1. Provide educational expertise.
2. Plan, organize, implement, and evaluate educational programs that will provide for students' mastery of the Illinois Learning Standards.
3. Meet or exceed student performance and academic improvement goals established by the Board.
4. Develop and maintain channels for communication between the school and community.
5. Develop an administrative procedures manual and handbooks for personnel and students that are aligned with Board policy.
6. Manage the District's fiscal and business activities to ensure financial health, cost-effectiveness, and protection of the District's assets.
7. Provide for the proper use, reasonable care, and appropriate maintenance of the District's real and personal property, including buildings, equipment, and supplies.

LEGAL REF.:

[105 ILCS 5/10-16.7](#), [5/10-21.4](#), and [5/10-21.4a](#).

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the Board of Education; Indemnification), 2:130 (Board Superintendent Relationship), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 6:10 (Educational Philosophy and Objectives)

~~ADOPTED: September 26, 2016~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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Issue 110, October 2022

Document Status: Review and Monitoring

OPERATIONAL SERVICES

4:55 Use of Credit and Procurement Cards

The Superintendent and employees designated by the Superintendent are authorized to use District credit and procurement cards to simplify the acquisition, receipt, and payment of purchases and travel expenses incurred on the District's behalf. Credit and procurement cards shall only be used for those expenses that are for the District's benefit and serve a valid and proper public purpose; they shall not be used for personal purchases. Cardholders are responsible for exercising due care and judgment and for acting in the District's best interests. [PRESSPlus1](#)

The Superintendent or designee shall manage the use of District credit and procurement cards by employees. It is the Board's responsibility, through the audit and approval process, to determine whether District credit and procurement card use by the Superintendent is appropriate.

In addition to the other limitations contained in this and other Board policies, District credit and procurement cards are governed by the following restrictions:

1. Credit and/or procurement cards may only be used to pay certain job-related expenses or to make purchases on behalf of the Board or District or any student activity fund, or for purposes that would otherwise be addressed through a conventional revolving fund.
2. The Superintendent or designee shall instruct the issuing bank to block the cards' use at unapproved merchants.
3. Each cardholder, other than the Superintendent, may charge no more than \$500 in a single purchase and no more than \$1000 within a given month without prior authorization from the Superintendent.
4. The Superintendent or designee must approve the use of a District credit or procurement card whenever such use is by telephone, fax, and the Internet. Permission shall be withheld when the use violates any Board policy, is from a vendor whose reputation has not been verified, or would be more expensive than if another available payment method were used.
5. The consequences for unauthorized purchases include, but are not limited to, reimbursing the District for the purchase amount, loss of cardholding privileges, and, if made by an employee, discipline up to and including discharge.
6. All cardholders must sign a statement affirming that they are familiar with this policy.
7. The Superintendent shall implement a process whereby all purchases using a District credit or procurement card are reviewed and approved by someone other than the cardholder or someone under the cardholder's supervision.
8. Cardholders must submit the original, itemized receipt to document all purchases.
9. No individual may use a District credit or procurement card to make purchases in a manner contrary to State law, including, but not limited to, the bidding and other purchasing requirements in [105 ILCS 5/10-20.21](#), or any Board policy.
10. The Superintendent or designee shall account for any financial or material reward or rebate offered by the company or institution issuing the District credit or procurement card and shall ensure that it is used for the District's benefit.

LEGAL REF.:

[105 ILCS 5/10-20.21.](#)

[23 Ill.Admin.Code §100.70\(d\).](#)

CROSS REF.: 4:50 (Payment Procedures), 4:60 (Purchases and Contracts), 4:80 (Accounting and Audits), 4:90 (Student Activity and Fiduciary Funds), 5:60 (Expenses)

ADOPTED: July 20, 2015

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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Issue 110, October 2022

Document Status: Review and Monitoring

General Personnel

5:170 Copyright

Works Made for Hire [PRESSPlus1](#)

The Superintendent shall manage the development of instructional materials and computer programs by employees during the scope of their employment in accordance with State and federal laws and Board of Education policies. Whenever an employee is assigned to develop instructional materials and/or computer programs, or otherwise performs such work within the scope of his or her employment, it is assured the District shall be the owner of the copyright.

Copyright Compliance

While staff members may use appropriate supplementary materials, it is each staff member's responsibility to abide by the District's copyright compliance procedures and to obey the copyright laws. The District is not responsible for any violations of the copyright laws by its staff or students. A staff member should contact the Superintendent or designee whenever the staff member is uncertain about whether using or copying material complies with the District's procedures or is permissible under the law, or wants assistance on when and how to obtain proper authorization. No staff member shall, without first obtaining the permission of the Superintendent or designee, install or download any program on a District-owned computer. At no time shall it be necessary for a District staff member to violate copyright laws in order to properly perform his or her duties.

Teachers may not show full length copyrighted movies without first obtaining the Principal's permission and a proper public performance license from the copyright holder's authorized agent. Teachers may use portions of copyrighted movies without the copyright holder's permission under the educational exemption or fair use doctrine, provided the showing is approved in advance by the Principal and:

- Is supervised by the teacher;
- Takes place in a classroom attended only by students enrolled in the class;
- Is an element of the current educational curriculum; and
- Uses a movie that has been legally made and obtained.

Copyright Infringement; Designation of District Digital Millennium Copyright Act (DMCA) Agent

The employee listed below receives complaints about copyright infringement within the use of the District's online services. The Superintendent or designee will register this information with the federal Copyright Office as required by federal law.

District DMCA Agent:

Keith Filipiak, Supt.

5211 Center Ave., Lisle, IL 60532

Kfilipiak@lisle202.org

630.493.8001

LEGAL REF.:

Federal Copyright Law of 1976, [17 U.S.C. §101](#) *et seq.*

[105 ILCS 5/10-23.10.](#)

CROSS REF.: 6:210 (Instructional Materials), 6:235 (Access to Electronic Networks)

~~ADOPTED: October 23, 2017~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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Issue 110, October 2022

Document Status: Review and Monitoring

PROFESSIONAL PERSONNEL

5:190 Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply: [PRESSPlus1](#)

1. Each teacher must:
 - a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
 - b. Provide the District Office with a complete transcript of credits earned in institutions of higher education.
 - c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed.
 - d. Notify the Superintendent of any change in the teacher's transcript.
2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

LEGAL REF.:

[20 U.S.C. §6312\(e\)\(1\)\(A\)](#).

[105 ILCS 5/10-20.15](#), [5/21-11.4](#), [5/21B-15](#), [5/21B-20](#), [5/21B-25](#), and [5/24-23](#).

[23 Ill.Admin.Code §1.610 et seq.](#), [§1.705 et seq.](#), and [Part 25](#).

CROSS REF.: 6:170 (Title I Programs)

ADOPTED: January 23, 2017

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240,

Board Policy Development, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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Issue 110, October 2022

Document Status: Review and Monitoring

PROFESSIONAL PERSONNEL

5:260 Student Teachers

The Superintendent is authorized to accept students from university-approved teacher-training programs to do student teaching in the District. No individual who has been convicted of a criminal offense that would subject him or her to license suspension or revocation pursuant to Section [5/21B-80](#) of the School Code or who has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 is permitted to student teach. [PRESSPlus1](#)

Before permitting an individual to student teach or begin a required internship in the District, the Superintendent or designee shall ensure that:

1. The District performed a [105 ILCS 5/10-21.9\(g\)](#) Check as described below; and
2. The individual furnished evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to [105 ILCS 5/24-5](#).

A [105 ILCS 5/10-21.9\(g\)](#) Check shall include:

1. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act ([20 ILCS 2635/1](#)), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act ([P.L. 109-248](#));
2. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law ([730 ILCS 152/101 et seq.](#))); and
3. A check of the Illinois Murderer and Violent Offender Against Youth Registry (Murderer and Violent Offender Against Youth Community Notification Law ([730 ILCS 154/75-105](#))).

The School Code requires each individual student teaching or beginning a required internship to provide the District with written authorization for, and pay the costs of, his or her [105 ILCS 5/10-21.9\(g\)](#) check (including any applicable vendor's fees). Upon receipt of this authorization and payment, the Superintendent or designee will submit the student teacher's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Department of State Police, to the Department of State Police. The Superintendent or designee will provide each student teacher with a copy of his or her report.

Assignment

The Superintendent or designee shall be responsible for coordinating placements of all student teachers within the District. Student teachers should be assigned to supervising teachers whose qualifications are acceptable to the District and the students' respective colleges or universities.

LEGAL REF.:

Adam Walsh Child Protection and Safety Act, [P.L. 109-248](#).

Uniform Conviction Information Act, [20 ILCS 2635/1](#).

[105 ILCS 5/10-21.9](#), [5/10-22.34](#), and [5/24-5](#).

CROSS REF.: 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:190 (Teacher Qualifications)

ADOPTED: January 23, 2017

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 110, October 2022

Document Status: Review and Monitoring

INSTRUCTION

6:270 Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by a qualified guidance specialist or any certificated staff member. The counseling program will assist students with interventions related to academic, social and/or personal issues. Students shall be encouraged to seek academic, social, and/or personal assistance. [PRESSPlus1](#)

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals that conform to the student's career objectives. High school juniors and seniors will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access, upon request, to the school campus in order to provide students and parents/guardians with information.

LEGAL REF.:

[105 ILCS 5/10-22.24a](#) and [5/10-22.24b](#).

[23 Ill.Admin.Code §1.420\(q\)](#).

CROSS REF.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 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), ~~6:130 (Program for the Gifted)~~, 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention)

~~ADOPTED: April 20, 2009~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to

determine whether local changes are necessary

- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 110, October 2022

Document Status: Review and Monitoring

Equal Educational Opportunities

7:10-E Exhibit - Equal Educational Opportunities Within the School Community

The School District welcomes diversity in its schools. Policy 7:10, *Equal Educational Opportunities* cites the many civil rights laws that guarantee equal education opportunities to all students. In addition, the policies below address the equal educational opportunities, health, safety, and general welfare of students within the District. These policies are not a complete list, and depending on the factual context, another policy not specifically listed may apply: [PRESSPlus1](#)

1. 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
2. 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.
3. 7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
4. 7:20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
5. 7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the [U.S.](#) and [Illinois Constitutions](#) and laws for persons of their age and maturity in a school setting.
6. 7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.
7. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.
8. 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health needs that impact learning.
9. 7:330, *Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.
10. 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

DATED: September 26, 2016

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its

policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 110, October 2022

Document Status: Draft Update

INSTRUCTION

6:50 School Wellness

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

The Superintendent or designee will ensure:

1. Each school building complies with this policy;
2. The policy is available to the community on an annual basis through copies of or online access to the Board Policy Manual and distributed to students and their parents/guardians through student handbooks, and
3. The community is informed about the progress of this policy's implementation.

Goals for Nutrition Education and Nutrition Promotion

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

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

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See policies 6:60, *Curriculum Content* and 7:260, *Exemption from Physical Education*.
- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See policies 6:60, *Curriculum Content* and 7:260, *Exemption from Physical Education*.
- The curriculum will be consistent with and incorporate relevant *Illinois Learning Standards for Physical Development and Health* as established by the Ill. State Board of Education (ISBE).

Nutrition Guidelines for Foods Available During the School Day; Marketing Prohibited

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

In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall:

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

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

Exempted Fundraising Day (EFD) Requests

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

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

The Superintendent or designee in a participating school may grant an EFD for grades 9 through 12 in participating schools. To request an EFD and learn more about the District's related procedure(s), contact the Superintendent or designee. The District's procedures are subject to change. The number of EFDs for grades 9 through 12 in participating schools is set by ISBE rule.

Guidelines for Reimbursable School Meals

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

Unused Food Sharing Plan

In collaboration with the District's local health department, the Superintendent or designee will:

1. Develop and support a food sharing plan (Plan) for unused food that is focused on student needs.
2. Implement the Plan throughout the District.
3. Ensure the Plan complies with the Richard B. Russell National School Lunch Act, as well as accompanying guidance from the U.S. Department of Agriculture on the Food Donation Program.
4. Ensure that any leftover food items are properly donated to combat potential food insecurity in the District's community. *Properly* means in accordance with all federal regulations and State and local health and sanitation codes.

Monitoring

At least every three years, the Superintendent or designee shall provide implementation data and/or

reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy (a triennial report). This triennial report must include without limitation each of the following:

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

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

Community Involvement

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

Recordkeeping

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

LEGAL REF.:

[Pub. L. 108-265](#), Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004.

[42 U.S.C. §1771](#) *et seq.*, Child Nutrition Act of 1966.

[42 U.S.C. §1751](#) *et seq.*, National School Lunch Act.

[42 U.S.C. §1758b](#), [Pub. L. 111-296](#), Healthy, Hunger-Free Kids Act of 2010.

[42 U.S.C. §1779](#), as implemented by [7 C.F.R. §§210.11](#) and [210.31](#).

50 ILCS 205/1, Local Records Act.

105 ILCS 5/2-3.139 [and 5/2-3.189](#). [PRESSPlus1](#)

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

ISBE's *School Wellness Policy* Goal, adopted Oct. 2007.

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

Adopted: February 28, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

General Personnel

Exhibit – Expectations and Guidelines for Employee-Student Boundaries ¹

105 ILCS 5/10-23.13, Erin’s Law, requires this exhibit’s discussion. Use this exhibit to structure local conversations around what the District will include for its examples of expectations and guidelines about professional boundaries in employee-student relationships. Finalization of this exhibit requires a conversation among district administrators and employees to customize it based upon the ages, grade levels, and developmental levels of the students served, as well as local conditions.

All District employees must maintain professional employee-student boundaries and relationships with students. This includes meeting expectations and following guidelines established by the District for employee-student boundaries. These expectations and guidelines apply to all professional, educational support, and contracted District employees. If they conflict with an applicable collective bargaining agreement, the provision is severable and the applicable bargaining agreement will control.

The District understands that employees may have pre-existing relationships with families of students outside of school. These expectations and guidelines do not apply to employee-student relationships based in pre-existing relationships, including nuclear or extended families. These expectations and guidelines are not intended to prohibit such interactions, provided that an awareness of employee-student boundaries is maintained at all times. This document is not exhaustive, and an employee may be disciplined for boundary violations that are not specifically listed.

Employee-Student Boundaries ²

The relationship between students and school employees is an inherently unequal imbalance of power because school employees are in a unique position of trust, care, authority, and influence in relation to students. District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student’s health, safety, or general welfare. Employee-student boundaries are categorized into four areas that are not mutually exclusive:

- **Emotional Boundaries** – both the employee’s own emotional state and self-regulation as well as students’ emotional states and developmental abilities to self-regulate.
- **Relationship/Power Boundaries** – recognizing, as noted above, that the employee-student relationship is unequal and employees must safeguard against misusing positions of power.
- **Communication Boundaries** – how and what employees communicate to students, including communication that is verbal, nonverbal, in person, or via electronic means.
- **Physical Boundaries** – physical contact between employees and students.

While some employee-student boundaries are clear and easy to recognize, there are some unclear, *grey* areas that employees must plan for and respond to with sound judgment. This means recognizing

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

¹ Follow the discussion related to subjects of mandatory collective bargaining in f/n 1 of this exhibit’s procedure 5:120-AP2, *Employee Conduct Standards*.

² Adapted with permission from *Teacher-Student Professional Boundaries: A Resource for WA Teachers*, Revised Edition (2019), Teacher Registration Board of Western Australia, at: www.trb.wa.gov.au/Professional-Conduct/Teacher-Student-Professional-Boundaries.

the potential negative consequences for students and/or employees engaging in certain behaviors with students or allowing inappropriate conduct to continue. Employees may use *time, place, and circumstances* as a guiding principle by asking themselves:

- Is this the appropriate *time* for my planned action?
- Have I chosen the appropriate *place* for the planned action?
- Are these appropriate *circumstances* for me to take my planned action?

To avoid behavior or conduct which may lead to a breach in employee-student boundaries, employees should also recognize their own unique vulnerabilities. Examples of vulnerabilities that employees may experience include, but are not limited to:

- Employees regarding students as peers
- Employees who too closely identify with students and their issues
- Employees experiencing adult relationship issues
- Immature employees, or employees with an under-developed moral compass
- Employees feeling a need for attention
- Employees who abuse alcohol or other substances
- Employees who lack personal crisis management skills

Employees experiencing difficulties in their personal lives may be particularly susceptible to engaging in at-risk behavior or conduct with students. Employees must be alert to such risks and ensure they maintain professional boundaries at all times. The Markkula Center for Applied Ethics’ Framework for Ethical Decision-Making may help employees evaluate and address conduct that concerns them. See www.scu.edu/ethics/ethics-resources/ethical-decision-making/.

Guidelines for Specific Boundary Areas

Customize based upon the ages, grade levels, and developmental levels of the students served.

| Boundary Area | Inappropriate | Appropriate |
|----------------------|--|--|
| Emotional | Favoring certain students by inviting them to your classroom at non-instructional times to “hang out.” Favoring certain students by giving them special privileges. Engaging in peer-like behavior with students. Discussing personal issues with students. | Inviting students who need additional instructional support to your classroom for such additional support. Conducting one-on-one student conferences in a classroom with the door open. |
| Relationship/Power | Meeting with a student off-campus without parent/guardian knowledge and/or permission. Dating, requesting, or | Meeting with a student off-campus with parent/guardian knowledge and/or permission, e.g., when providing pre-arranged tutoring or coaching |

| Boundary Area | Inappropriate | Appropriate |
|---------------|--|---|
| | <p>participating in a private meeting with a student (in person or virtually) outside your professional role.</p> <p>Transporting a student in a school or private vehicle without administrative authorization.</p> <p>Giving gifts, money, or treats to individual students.</p> <p>Sending students on personal errands.</p> <p>Intervening in serious student problems instead of referring the student to an appropriately trained professional.</p> <p>A sexual or romantic invitation toward or from a student.</p> <p>Taking and using photos/videos of students for non-educational purposes.</p> | <p>services.</p> <p>Transporting a student in a school or private vehicle with administrative authorization.</p> <p>Taking and using photos/videos of students for educational purposes, with student and parent/guardian consent, while abiding by student records laws, policies, and procedures.</p> |
| Communication | <p>Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting.</p> <p>Inviting students to your home.</p> <p>Adding students on personal social networking sites as contacts when unrelated to a legitimate educational purpose.</p> <p>Privately messaging students by any means.</p> <p>Maintaining intense eye contact.</p> <p>Making comments about a student's physical attributes, including excessively flattering comments.</p> <p>Engaging in sexualized or romantic dialog.</p> <p>Making sexually suggestive comments directed toward or</p> | <p>Limiting communication to what is necessary for educational and/or extracurricular activities.</p> <p>Using District-approved methods for communicating with students.</p> |

| Boundary Area | Inappropriate | Appropriate |
|---------------|--|---|
| | <p>with a student.</p> <p>Disclosing confidential information.</p> <p>Self-disclosure of a sexual, romantic, or erotic nature.</p> | |
| Physical | <p>Full frontal hugs.</p> <p>Invading personal space.</p> <p>Massages, shoulder rubs, neck rubs, etc.</p> <p>Lingering touches or squeezes.</p> <p>Tickling.</p> <p>Having a student on your lap.</p> <p>Physical exposure of a sexual, romantic, or erotic nature.</p> <p>Sexual, indecent, romantic, or erotic contact with a student.</p> <p>Assisting a young student or a student with special needs with a toileting issue without obtaining parent/guardian permission.</p> | <p>Occasionally patting a student on the back, shoulder, or arm.</p> <p>Momentary physical contact with limited force designed to prevent a student from completing an act that would result in potential physical harm to the student or another person or damage to property; or to remove a disruptive student who is unwilling to leave the area voluntarily.</p> <p>Assisting a young student or a student with special needs with a toileting issue when parent/guardian permission has been granted.</p> |

| PRESS 110, For 2022-12-19 BOE Meeting | | | | |
|---|---|--|--|----------------------|
| Policy | Comments and Question for Board Member Discussion If not changes, please indicate "Accept as is". | PRESS Q&A (Either include your answer in your response or provide at meeting) | Questions for Administration | Meeting Notes |
| 5:220 Substitute Teachers (Page 28) | | | Page 28 and 29 - How are the number of days tracked for a substitute teacher who is in the classroom to not exceed the 120 days; 100 days in the same classroom; and the pay rate for 30 days or less (i.e., 1-10 days and 11-30)? | |
| 6:50 School Wellness (Page 113) | | | What is our current plan for unused foods? | |
| 7:70 Attendance and Truancy (Page 82) | Do we need to add review of this policy to planning calendar? Or, will press keep us on track going forward? | | Page 82 - 2nd paragraph, Last sentence under the Compulsory School Attendance heading - what are the communicated guidelines for what is a "reasonable timeframe"? Page 82 - Under Absenteeism and Truancy Program, #1 - What is the protocol for how often a student can be absent for employment? Page #4 - Why is it limited to 8th grade? Page 84 Under PRESSPlus 1- How are students or parents/guardians notified that they may be allowed an absence for Civic Events? Do our schools require advance notice of the intended absence and documentation of participation? What is the process for a 17 year old resident to participate in the District's various programs and resources for truants as listed in number 14 under the Absenteeism and Truancy Program? | |
| 5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest | | | Page 86 - Under Professional and Appropriate Conduct , Do Employee Conduct Standards include all the requirements in #1 - #6? How often are employees given the required training in #2? Page 87 - Are the employee's Statements of Economic Interest filed with the Board Secretary? If so, should it state "must file with the Board Secretary"? | |
| 2:150 Committees | Page 92; finance committee should strike monthly | | Page 89 references an exhibit, which is not included in the Board Policy database. Can this exhibit be provided? Page 92 - Should any other Standing Committee's Reporting to the Superintendent or Other Staff Members that are required by State law be included? | |
| 2:250 Access to District Public Records | Page 95 - 1st paragraph, Is sufficient language, for the Board's monitoring the status of the District's FOIA response, that "the District will reply within the required timeline?" Should it state whether the request(s) were replied to or that an extension was requested? | | | |
| 3:10 Goals and Objectives | Page 98 - Should "Guarantee equal educational and extracurricular opportunities for all students" be included as a goal and this policy Cross Ref: to Board Policy 7:10 (Equal Educational Opportunities) (or #2 could be expand) - Also for Admin Input | | Page 98 - Should "Guarantee equal educational and extracurricular opportunities for all students" be included as a goal and this policy Cross Ref: to Board Policy 7:10 (Equal Educational Opportunities) (or #2 could be expanded) - Also for Board Discussion | |
| 4:55 Use of Credit and Procurement Cards | | | Page 100 - Do all cardholders signed a statement that they are familiar with this policy (#6)? What is the two-person review and approval process in effect per #7 ? | |
| 5:170 Copyright | Page 102, 1st sentence - Add "and designees" after Superintendent | | Page 102 - How are new employees advised of the copyright compliance and the Principal's approval requirement? | |
| 5:190 Teacher Qualifications | | | | |
| 5:260 Student Teachers | Page 106, 2nd paragraph, #1 - Add "fingerprint-based criminal history records" after (g) and before "Check." | | | |
| 6:270 Guidance and Counseling Program | Cross ref 6:135 Accelerated Placement Program? | | | |
| 7:10-E Exhibit - Equal Educational Opportunities Within the School Community | Page 111 - Since there are no cross references included with the Exhibit, should there be a CROSS REF to 3:10 Goals and Objectives included in 7:10 (Equal Educational Opportunities)? (7:10 is not included in the list, but this is the Exhibit for that policy.) | | | |

FOR DISCUSSION

**Lisle Community Unit School District 202
Board of Education Meeting
January 23, 2023**

SUBJECT: Freedom of Information Act Request

BACKGROUND DATA: The District received Freedom of Information Act request(s) from the following individual(s):

- 1) Mirko Martich – December 20, 2022

The District will respond to all the request(s) within the required timeline.

From: Mirko Martich
Sent: Tuesday, December 20, 2022 8:19 PM
To: 'District 202 FOIA' <district202foia@lisle202.org>
Subject: RE: FOIA Request 12/20/2022

Apologies, but I hit send too soon let me add one additional instruction here. Instead of giving you a distinct timeframe please start the time frame on January 22, 2022 and move forward on the calendar day by day until you either reach the 18th of February or when you believe you have reached the amount of emails that is 1 less than what you determine as unduly burdensome.

From: Mirko Martich
Sent: Tuesday, December 20, 2022 5:31 PM
To: 'District 202 FOIA' <district202foia@lisle202.org>
Subject: RE: FOIA Request 12/20/2022

Thanks – ok let's shorten the timeframe into a third.

FOIA REQUEST DATED December 20, 2022:

Summary: Emails from external email addresses to district board members and senior administration with the criteria listed below

Time period: January 22, 2022 through February 18, 2022 (inclusive of the 22nd and the 18th)

Email Selection Criteria: *All emails* that originate (the FROM address) from the following domains:

- gmail.com
- yahoo.com
- comcast.net
- sbcglobal.net
- aol.com
- hotmail.com
- msn.com
- live.com
- outlook.com

AND that are sent to ANY OF the following TO addresses:

- Any Lisle 202 Board members, inclusive of prior board members Meg Sima and Lisa Kiener-Barnett
- Any member of Lisle 202 senior administration inclusive of the following people (Keith Filipiak, Linda Kotalik, Jennifer Law, Jeff Howard, David Kearney, Jill Schreiber), plus departed principals Wesley Gosselink and Melissa Payne

- Any Email address with the word “FOIA” in the address
- Note: These TO addresses could have appeared in the TO field or the CC field in addition any of these addresses could have appeared within a distribution list

NOTE: For example, an email with a FROM address domain of .NET would be included in this query – would be captured as part of ALL EMAILs and would NOT be excluded with the above filters

Output Requirements: I would like the information in an electronic machine readable format (e.g., txt file, searchable PDF, etc.). **Please do not duplicate emails – for example: one email with an external from address sent to all seven board members should return a single email.**

Timing Requirements: I would very much like to see this request within the statutory time requirements.

Other: This request is NOT for a commercial purposes but rather to address and investigate issues that the general public has identified related to consistency of contact, willingness to engage and other key communications.

SUPERINTENDENT'S REPORT



LISLE 202

COMMUNITY UNIT SCHOOL DISTRICT

January 2022

Lisle Elementary School

Welcome Back

LES staff is excited to be back at school for our second semester and we are looking forward to our many upcoming activities. Currently, we are planning for our EL students with ACCESS testing, Pop-up days in the library, curriculum and instruction implementation of myView, and continued planning for our students' needs.

School-wide Initiatives

We have been implementing our building-wide expectations throughout the course of the school year. This past week, our fifth grade students were the leaders of the building and presented the expectations of hallway, recess, lunch, bus, car rider, walker, and bathroom behavior at LES. The fifth graders planned what they would say and then presented to kindergarten through fourth graders. Our fifth grade leaders did a tremendous job explaining and modeling how to be an LES Lion!

Building Leadership Team

Our Building Leadership Team began the year with discussions on iReady Winter data, IAR, Assessments, and planning for the 2023-2024 school year. The Building Leadership Team followed the data protocol to have meaningful conversations about areas of success and needs in implementing the information from iReady to instructional practices.

Lisle Junior High School

PSAT 8/9

We would like to take a moment to congratulate our 8th grade class - along with all of our teachers - for their strong overall performance on the PSAT 8/9 this past November. The College Board, the organization that oversees all SAT and AP testing, shares school-wide results based on their College & Career Readiness (CCR) benchmarks in both Mathematics and Reading & Writing. We are proud to report that 53% of this year's 8th graders met or exceeded both CCR benchmarks. In comparison, only 35% of 8th graders state-wide met

both. This year's results also far exceeded our pre-pandemic performance of 41% meeting both benchmarks in the fall of 2019. Congratulations on a job well done!

[National Board Certification](#)

We are #LionProud of Mrs. Nelson, Mrs. Park, Mrs. Pilonand and Mrs. Remigio (Lisle Elementary)! They are each one of 127 teachers across the state of Illinois to certify and one of the 336 teachers to recertify as a National Board Certified Teacher (NBCT).

The National Board Resource Center at Illinois State University is excited to celebrate and congratulate these teachers along with thousands of other educators currently pursuing Board certification – seen as the profession's mark of accomplished teaching. National Board Certification is achieved through a rigorous, performance-based assessment of a teacher's pedagogical skills and content knowledge. The certification process generally takes one to three years to complete. As of 2021, Illinois ranked sixth in the nation for overall number of Board Certified Teachers, fifth for number of new NBCTs, and fourth for number of renewed NBCTs.

While state licensing systems set the basic requirements for teaching in each state, National Board Certified Teachers have demonstrated advanced teaching knowledge, skills, and practices. NBPTS certification identifies qualified teachers as leaders in their field, much like the certifications earned by experts in law and medicine. In short, NBCTs embody the quality of education that families want for their children.

[Lisle High School](#)

[Coach Pete Meyer Inducted into the Hall of Fame](#)

We are #LionProud of Lisle High School Baseball Coach, Coach Meyer! Coach was selected to be part of the Illinois High School Baseball Coaches Association's 2022 Hall of Fame. After 32 years of coaching experience, with 16 as the Lisle High School Varsity Head Coach, his teams have earned 2 Conference Championships, 5 Regional Championships, 1 Sectional Championship, and in 2013, the team won the State Championship. Coach Meyer also coaches baseball at Lisle Junior High School. We are #LionProud of you, Coach!

[Illinois State Scholars](#)

Lisle High School received notification from the Illinois Student Assistance Commission regarding seniors who have been selected as Illinois State Scholars. The Illinois State Scholar Program identifies those high school seniors who possess superior academic potential. Each student named a State Scholar receives a Certificate of merit from the Illinois Student Assistance Commission. Students are named State Scholars on the basis of their ACT or SAT scores and GPA at the end of their junior year. Congratulations to the following Illinois State Scholars: Tyler A, Gianna C, Zach E, Anna G, Erin H, Kayleigh H, Ryan H, Tal K, and Jude P.

[Class of 2027 Orientation](#)

On Thursday, January 26th, Lisle High School will provide in-person and virtual opportunities for the incoming 9th grade class of 2027 to obtain information regarding course selection for the 2023-24 school

year. Presentations will address the topics of Planning a 9th grade schedule, 9th grade course requirements, 9th grade elective options, signing up for classes via Powerschool, social & emotional support programs for 9th graders and co-curricular activities for all students.

District

Bilingual Parent Night

On Thursday, January 19th, the second Bilingual Parent Night of the 2022-2023 school year was held for our families. We are pleased to share that there was a strong turnout to learn about the topics of ACCESS testing, iReady Testing, District Communications, and resources/tools to assist with translation.

Intergovernmental Council Meeting, January 10, 2023, 8:00 a.m.

The Lisle Park District hosted the January 2023 Intergovernmental meeting.

In attendance -

Lisle Park District Director of Parks & Recreation, Dan Garvy

LWFD Fire Chief, Keith Krestan and LWFD Trustee, Joan Costin

Village of Lisle, Village Manager, Eric Ertmoed

Lisle Library District Director, Tatiana Weinstein and LLD Trustee President Marjorie, Bartelli

Lisle Township Supervisor, Diane Hewitt

Lisle CUSD 202 Superintendent, Keith Filipiak and Board of Education President, Pam Ahlmann

Current events were highlighted by each participant, including:

LWFD

- Going through the re-accreditation process for the second time
- Updating fire codes to recognize authority having jurisdiction
- Hiring and testing for four vacancies
- Joe Lissman recognized as 2023 Firefighter of the Year
- John "Jack" Kelly was laid to rest on January 9th and memorialized for his many contributions to the community and as Lisle Fire Commissioner for 20 years
- CPR training offered

Village of Lisle

- Reviewing infrastructure plan
- Levy for east DuPage watershed 65/35 cost with the federal government
- Updating Comprehensive Use Plan and map
- Addressing privacy concerns with the license plate recognition program
- Purchasing more body cams for Police officers by 2025
- Pay by phone option to reserve a parking lot spot in advance
- Permits online - recent one hour turnaround for water heater permit
- Looking at parking space inventory management
- Changes in Village Manager and Deputy Village Manager
- Flahtery&Collins requesting zoning code change to permit ground floor residential facing proposed courtyard
- Upcoming construction sites, including the former Fox restaurant; car wash on Ogden; Jimmy John's drive through at the former Granny's restaurant; Little Pops; Dollar General and the former Mullins restaurant
- Mayor's State of the Union address will be February 2nd
- Sustainability Saturday - Match 18
- DMV mobile unit for driver's license renewals and stickers - March 29
- Participation in the COD Warhol Exhibit this summer

Library

- Library renovations over half way done
- Preparing new website
- Reviewing cyber security
- Contested April 2023 race for four seats on the Library Board

Lisle 202

- Three Board of Education candidates for uncontested April 2023 race
- Recognition of the induction of Pete Meyers into the Illinois HS Baseball Coaches Hall of Fame
- Fall 2022 Learning & Assessment Community Mailer overview including ISBE designations, SAT and emphasis on growth
- Review of facilities needs includes consideration of a balanced budget, fund balance limits and adequate resources for anticipated need
- Tailoring renovations to the JH within spending limits
- Future VISION 202 focus sessions discussing relevancy and student success

Lisle Township

- 2023/2024 Budget discussion
- \$4 million to rebuild Township offices to address food pantry and mental health needs
- Securing Grant approvals
- Considerable increase in Food Pantry needs, servicing 3,200 families monthly - 1,000 under age 18
- Difficulty in finding transit buses
- DuPage Crisis Center approval, liaison to County Board and social worker with community presence
- Provided copies of the 67 page 2022 Directory for Lisle Township Youth & Family Services

Lisle Park District

- 21st year of the pool - \$95,000 needed in repairs
- Strategic Master Plan in March
- Primary interest of the public in an indoor track
- Working to address pickle ball court concerns
- Arbor View Park enhancements should be finished this spring
- Bidding out maintenance services
- Looking forward to summer concerts and July 4th activities

The Village will host the next Intergovernmental Meeting on April 6, 2023 at 8:00 a.m.

Submitted by: Pam Ahlmann