



**COMMITTEE OF THE WHOLE MEETING OF THE BOARD OF EDUCATION
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Room 103-104
100 South Brainard Avenue
La Grange, Illinois 60525
Tuesday, January 7, 2025 - 6:30 PM**

AGENDA

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. PUBLIC PARTICIPATION

IV. STRATEGIC PLAN

A. Goal Two Update (Learning Environment and Supports) 2

V. POLICY

A. PRESS 117/116 Policy Review and Updates (First Reading) 12

VI. CURRICULUM & INSTRUCTION

A. 2025 Textbook Approval (First Reading) 95

VII. PUBLIC PARTICIPATION

VIII. ADJOURNMENT

BY ORDER OF
JILL GRECH
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
100 SOUTH BRAINARD AVENUE
LA GRANGE, IL 60525

LYONS TOWNSHIP HIGH SCHOOL



LESLIE C. OWENS, PH.D. Director of Student Services
District Office 100 S. Brainard Avenue LaGrange, IL 60525

To: Lyons Township High School District #204 Board of Education
Dr. Brian Waterman, Superintendent

From: Dr. Leslie Owens, Director of Student Services

Date: Tuesday, January 7, 2025

Re: Strategic Plan Progress Update (Goal Two)

During the January 7 Committee of the Whole Meeting, I will share an update regarding Goal Two (Learning Environment and Supports) of the strategic plan. The update will include a brief overview on the following areas from the finalized 'task list' for the 2024-25 School Year:

- ✓ Data Driven Practices to Improve Student Services
 - Professional Learning – Trauma-Informed Practices
 - Continued use of 5Essentials and Panorama for Climate Improvement
 - Implementation of Signs of Suicide (universal screener) for mental health/self-injurious behavior concerns
- ✓ School Safety
 - Implementation of School Safety Website
 - Implementation of Restorative Intervention Room
 - Attendance focus through PTABIC and Building Leadership Team
- ✓ Supportive Learning Environment
 - Year 3 of Implementation of Special Education Co-Teaching
 - Year 2 of Implementation of Multilingual Co-Teaching
 - ISBE ML Audit
 - School Day Change Exploratory Committee
 - Goal – improve and expand intervention options within current bell schedule
 - Site visits completed during Fall 2024

Additionally, Mr. Drew Eder (Division Chair for Counseling and Student Support Services), Mrs. Kate Wohlgemuth (Assistant Division Chair and 504 Coordinator), and Mrs. Tammy Miller (School Counselor) will provide an in-depth update and highlight the student supports offered through Student Services.

Within this packet of materials, you will find a slide deck with the Goal 2 overview, strategies, task list, and the Student Services update/highlight review. All of the information for each of the five strategic plan goals is also posted on [LTHS Strategic Plan Website](#).

Recommendation

No action is required. This item is informational.

LYONS TOWNSHIP HIGH SCHOOL



Strategic Plan Goal Two Update January 7, 2025



#WeAreLT

Goal Two: Learning Environment & Supports

Provide a safe, positive, inclusive, and engaging learning environment.

Build confidence, self-sufficiency, and wellness in students by improving intervention systems and other supports for academic and social and emotional learning

Engage all stakeholders in creating a positive school climate.

Explore opportunities to enhance the student day and year that results in increased participation in curricular electives and extracurricular activities.



Goal Two: Learning Environment & Supports

Provide a safe, positive, inclusive, and engaging learning environment.

➤ Data Driven Practices to Improve Student Supports

- Utilize 5Essentials + Panorama Student/Staff Survey Data for Climate Improvement
- Provide professional learning to all staff regarding Trauma-Informed Practices
- Utilize 5-Star to Track Co-Curricular Participation
- Implement Signs of Suicide (universal screener) for students for mental health/self-injurious behavior concerns
- Launch Administrative MTSS Steering Committee for overall planning, to determine current status of Tiers 1, 2, & 3 and develop data and communication plan to support implementation
- Explore staff-friendly data 'system' for use with student problem-solving, interventions, and course revisions
 - Seek info from other high schools to guide work
- Determine data to collect/track to assist in evaluating services and programs (e.g. visits and reason for visit to counseling office, health office, etc.)

Goal Two: Learning Environment & Supports

Provide a safe, positive, inclusive, and engaging learning environment.

➤ School Safety

○ Discipline

- Continue with Restorative Practices within AP Office
- Investigate and develop in school discipline support with partnership between AP and Student Services
- Continue to communicate discipline data and improvement plans across stakeholder groups
- Improve disproportionality of out-of-school suspensions (see Improvement Plan)
- Implement Restorative Intervention Room/Intervention Specialist
 - Proactive student support and RIR as alternative to exclusionary discipline
 - Focus on communication with staff and community to build understanding
- Conduct analysis/investigation of discipline and disabilities

○ Attendance

- Continue to monitor and revise Attendance and Tardy practices and procedures to ensure home/school communication, student understanding, and partnership between AP's and teachers with shared goal of improved student attendance and reduced tardies - develop procedure to increase communication regarding patterns or continuous absences (PTABIC to target attendance for next year).
 - Code of Conduct change regarding attendance
 - Processes/guidance for teachers regarding student absences
- Develop strategies and practices for use by AP's with students and families demonstrating poor attendance patterns
- Analyze attendance data to determine specific information for action planning
- Continue truancy partnership and work with West40 (Tapestry and Truancy Partnership)

Goal Two: Learning Environment & Supports

Provide a safe, positive, inclusive, and engaging learning environment.



School Safety Continued

○ Threat Assessment/Crisis Response

- Develop plan for ongoing training, including refresher training, for all Administrators and Student Services personnel for CSTAG, as well as quarterly meetings with Threat Assessment Team.
- Develop/communicate plan for ongoing training for new staff with regard to Crisis Response, ALICE, etc.
- Review and Revision of Crisis Response Procedures and Team (particularly with the addition of many new Student Services team members)
- Development of District School Safety Webpage
- District-wide Safety Audit will be completed in October 2024 with recommendations to follow

○ Student Handbook

- Utilize a monthly schedule for simple edits of each section as well as more comprehensive review/revisions. All revisions will flow through the District Student Services Office and an updated handbook will be reviewed at the end of each year for the next school year. Ensure translation for all languages.

Goal Two: Learning Environment & Supports

Provide a safe, positive, inclusive, and engaging learning environment.

➤ Supportive Learning Environment

- **Restorative Practices - expand professional learning across faculty and staff**
- **Co-Teaching (Special Education)**
 - Implementation of co-teaching at the sophomore level (in addition to freshman level). Teachers will continue to receive support through common plan, 4 co-teaching PLC meetings, co-teaching mentors, and continued work with consultants
 - Begin planning for the 2024/25 school year expansion of co-taught courses at the junior level with appropriate DC's and staff
- **Multilingual Learners/Bilingual Program**
 - Implementation of Bilingual courses utilizing a co-teaching model
 - Provide professional development for co-teaching multilingual model
 - Continued and expanded community and family engagement with frequent connections, translation/interpretation, and and BPAC meetings
 - Continued support for students with ACCESS and PSAT/SAT test prep
 - Implement newcomer support plan - communicate with staff
- **Section 504**
 - Development of district resource webpage with comprehensive information for families and students
 - Provide PD to staff regarding requirements of 504 plans as well as Universal Design for Learning and accommodations available to all students (regardless of plan)
 - Continue to improve and clarify plans for improved implementation and student outcomes

Goal Two: Learning Environment & Supports

Provide a safe, positive, inclusive, and engaging learning environment.

- **Supportive Learning Environment Continued**
 - **Gender Support**
 - Continue to review and revise plans; add information regarding overnight travel for athletics and activities
 - **Overnight Travel**
 - Create consistent procedures and protocols to guide domestic and international travel via work with interdisciplinary team
 - **School Day Change**
 - Continue committee work to develop interventions and supports within current school day schedule
 - Complete site visits/focus groups with other high schools for comparisons and ideas
 - **Post-Secondary Platform**
 - Increase familiarity with Schoolinks for all staff
 - Target linkages between Special Education and Student Services for transition/post-secondary planning
 - Understand the implications for students who are outplaced

Goal Two: Learning Environment & Supports

Provide a safe, positive, inclusive, and engaging learning environment.

Action Planning Team

- ★ Adam Davis, Assistant Principal (12th Grade)
- ★ Drew Eder, Division Chair of Counseling/Student Supports
- ★ Peter Geddeis, Director of Activities
- ★ Monique Godziszewski, Assistant Principal (10th Grade)
- ★ Gina Horeni, Social Worker
- ★ Julie Jacobo, Bilingual Coordinator
- ★ Tammy Miller, School Counselor
- ★ Melissa Moore, Division Chair of Special Education
- ★ Angie Patel, Science Teacher
- ★ Vikki Reid, English Teacher
- ★ Erin Sharkey, Special Education Assistant Division Chair
- ★ Kristen Sisto, School Counselor
- ★ Brooke Spencer, School Counselor
- ★ Dave Stormont, Science Teacher
- ★ Rene Valdez, Assistant Principal (9th Grade)
- ★ Ben White, Special Education Teacher
- ★ Nekeia Wilson, Social Worker
- ★ Kate Wohlgemuth, Assistant Division Chair/504 Coordinator

Highlights & Updates

- ★ Panorama + 5Essentials Data, combined with focus groups, continues to inform Culture/Climate Improvement
- ★ Signs of Suicide screener program implemented for first time
- ★ Code of Conduct was completely revised through collaborative process with PTABIC, LT Staff/Administration, and Legal Counsel
- ★ School Safety webpage was launched to describe our system of safety: Preparedness, Positive Relationships and a Culture of Belonging, and Shared Responsibility
- ★ The School Day Research Committee determined a goal of enhancing school-day interventions and completed 8 site visits
- ★ Multilingual Program completed ISBE Audit and demonstrated positive growth in exit rate and comprehensive academic offerings
- ★ Co-Teaching for Special Education now includes courses through Junior Year. Final courses will be added for the 2025-25 SY completing the implementation.



Goal Two: Learning Environment & Supports

Provide a safe, positive, inclusive, and engaging learning environment.

GOAL 2 LEARNING ENVIRONMENT & SUPPORTS: Provide a safe, positive, inclusive and engaging learning environment

Attendance/Chronic Absenteeism

22.7%

Baseline: 28.10%
2023-2024 Target: 21%

Student Behaviors

88.8%

Baseline: 92.0%
2023-2024 Target: 91%

Ninth Grade on Track

98.4%

Baseline: 97.0%
2023-2024 Target: 97%

Student Participation in Co-curricular Activities

81.7%

Baseline: 78.3%
2023-2024 Target: 83%

Panorama Student Survey - Diversity and Inclusion

65.0%

Baseline: 68.0%
2023-2024 Target: 67%

5Essentials Climate Survey - Supportive Environment

64.0

Baseline: 59.0
2023-2024 Target: 65

Panorama Student Survey - Sense of Belonging

47.0%

Baseline: 45.0%
2023-2024 Target: 46%





Dr. Brian Waterman, Superintendent

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North Campus 100 S. Brainard Ave., LaGrange, IL 60525
South Campus 4900 S. Willow Springs Ave., Western Springs, IL 60558

TO: District #204 Board of Education
FROM: Dr. Brian Waterman, Superintendent
DATE: December 18, 2024
RE: PRESS 117 and 116 Updates

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The District maintains its policies through the PRESS service provided by the Illinois Association of School Boards (IASB). We received the recent PRESS issue 117 updates and will be reviewing these, as well as two selected PRESS 116 policies at the January 7 Committee of the Whole meeting. Jennifer Rosenberg (Hodges Loizzi) has completed a legal review and that information has been provided to the Board.

PRESS 117

Section 1: Draft Updates. The following policy revisions are draft updates and can include changes of an administrative nature, such as updates to legal references, footnotes, terminology, or responses to recent legislation, or other language update suggestions.

- Policy 2:105 Ethics and Gift Ban
- Policy 2:120 Board Member Development
- Policy 4:30 Revenue and Investments
- Policy 4:60 Purchases and Contracts
- Policy 4:150 Facility Management and Building Programs
- Policy 4:170 Safety
- Policy 5:10 Equal Employment Opportunity and Minority Recruitment
- Policy 5:20 Workplace Harassment Prohibited
- Policy 5:90 Abused and Neglected Child Reporting
- Policy 5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest
- Policy 5:230 Maintaining Student Discipline
- Policy 6:60 Curriculum Content
- Policy 6:135 Accelerated Placement Program
- Policy 6:270 Guidance and Counseling Program
- Policy 7:10 Equal Educational Opportunities
- Policy 7:100 Health, Eye and Dental Examinations; Immunizations; and Exclusion of Students
- Policy 7:160 Student Appearance
- Policy 7:180 Prevention of and Response to Bullying, Intimidation and Harassment
- Policy 7:200 Suspension Procedures
- Policy 8:10 Connection with the community





LYONS TOWNSHIP HIGH SCHOOL District 204

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Please note that Policy 5:125 is not included in the PRESS 117 list for review. This policy was updated by our Board of Education in August, 2024. Following a legal review, there are no additional recommended changes from the Board's most recent update in August.

PRESS 116

Section 1: Draft Updates. The following policy revisions are draft updates and can include changes of an administrative nature, such as updates to legal references, footnotes, terminology, or responses to recent legislation, or other language update suggestions.

Policy 2:260 Uniform Grievance Procedure

Policy 5:100 Staff Development Program



Document Status: Draft Update

SECTION 2 -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. [PRESSPlus1](#)
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 ¹⁴ [District](#) [PRESSPlus2](#) 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 who¹⁶

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. No aggrieved person is required to confront a person engaging in harassing behavior, however, and no negative inference shall be drawn by the failure to do so.

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 Board President shall appoint a qualified outside investigator who is not a District employee or Board member to conduct an independent review of the allegations or shall designate the Superintendent to make such appointment. If the allegations concern the President, or the President is a witness or otherwise conflicted, the Vice President shall make the appointment. If the allegations concern both the President and Vice President, and/or they are witnesses or otherwise conflicted, the Board Secretary shall make the appointment. The investigator shall prepare a written report and submit it to the Board. With regard to any review, deliberations, or determination by the Board of the outside investigator's report and the related complaint, the Board shall consider requiring the recusal of any board members who are parties or witnesses to the complaint.

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

LEGAL REF.:

[105 ILCS 5/22-93.](#)

[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), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:260 (Uniform Grievance Procedure), 4:60 (Purchases and Contracts), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest)

Adopted: February 21, 2023

PRESSPlus Comments

PRESSPlus 1. The term *use* in Item #2 is based on the Ill. Attorney General's model ordinance; it is arguably broader than the State Officials and Employees Ethics Act (SOEEA), which prohibits board members and district employees from intentionally *misappropriating* district property in connection with prohibited political activities. 5 ILCS 430/5-15(a)-(b). Some attorneys advise that a board member's mere presence on district property while engaging in a political activity on their own time (such as circulating an election petition at a school athletic event) is not a misappropriation of district property, and therefore does not violate the SOEEA. Consider that the term *use* may be easier to practically apply as a standard. Consult the board attorney for guidance on this issue. If the board wants Item #2 to match the SOEEA standard, substitute "misappropriate" in place of "use," and select the Save Status "Adopted with Additional District Edits." **Issue 117, October 2024**

PRESSPlus 2. Updated for continuous improvement. **Issue 117, October 2024**

Document Status: Draft Update

SECTION 2 -BOARD OF EDUCATION

2:120 Board Member Development

The Board of Education desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

Mandatory Board Member Training

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member must complete at least 4 hours of professional development and leadership training in: (1) education and labor law; (2) financial oversight and accountability; (3) fiduciary responsibilities; and (4) trauma-informed practices for students and staff; and (5) improving student outcomes. [PRESSPlus1](#) within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act (OMA) no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on ~~OMA~~ [the Open Meetings Act](#) is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training.

Professional Development; Adverse Consequences of School Exclusion; Student Behavior [PRESSPlus2](#)

The Board President or Superintendent, or their designees, shall make reasonable efforts to provide ongoing professional development to Board members about the requirements of 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14. [PRESSPlus3](#) adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments, [PRESSPlus4](#) appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement.

New Board Member Orientation

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the Board's roles and responsibilities.
2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member.
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend: (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.:

[5 ILCS 120/1.05](#) and [120/2](#), Open Meetings Act.

[105 ILCS 5/10-16a](#) and [5/24-16.5](#).

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Expenses), 2:200 (Types of Board of Education Meetings)

Adopted: February 20, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-16a, amended by P.A. 103-771, eff. 6-1-25. Training on improving student outcomes "must include information that is relevant to and within the scope of the duties of a school board member." **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. While a district must make reasonable efforts to provide professional development to board members in these areas, the inclusion of this subhead is optional. Information about professional development opportunities is available through IASB's website at: www.iasb.com/conference-training-and-events/training/. **Issue 117, October 2024**

PRESSPlus 3. 105 ILCS 5/10-22.6, amended by P.A.s 102-466, eff. 7-1-25, 102-539, and 103-896, addresses the suspension or expulsion of students and school searches. See sample policies 7:190, *Student Behavior*, 7:200, *Suspension Procedures*, 7:210, *Expulsion Procedures*, and 7:220, *Bus Conduct*, available at PRESS Online by logging in at www.iasb.com. 105 ILCS 5/10-20.14, amended

by P.A. 103-896, addresses parent-teacher advisory committees and their functions. See sample policy 2:150, *Committees*. **Issue 117, October 2024**

PRESSPlus 4. See 105 ILCS 5/3-11(b), amended by P.A. 103-413, for the definition of *trauma-responsive learning environments*. **Issue 117, October 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

4:30 Revenue and Investments

Revenue

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

Investments

The Director of Business Services/District Treasurer shall serve as the District's Chief Investment Officer. The Director of Business Services/District Treasurer shall invest money that is not required for current operations, in accordance with this policy and State law.

The Director of Business Services/District Treasurer and Superintendent shall use the standard of prudence when making investment decisions. They shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

Investment Objectives

The objectives for the School District's investment activities are:

1. Safety of Principal - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. Liquidity - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. Rate of Return - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. Diversification - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

Authorized Investments

The Director of Business Services/District Treasurer may invest District funds in any investment as authorized in [30 ILCS 235/2](#), and Acts amendatory thereto. [PRESSPlus1](#)

Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer.

The Director of Business Services/District Treasurer²² and Superintendent shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within

the bounds of financial and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and (5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, [30 ILCS 238/](#).

Selection of Depositories, Investment Managers, Dealers, and Brokers

The Director of Business Services/District Treasurer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

In order to be an authorized depository, each institution must submit copies of the last 2 sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency. Each institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination that it is required to furnish to the appropriate State or federal agency.

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, demand deposit account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the District initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government.

The District ~~shall~~^{may} [PRESSPlus2](#) consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977 (CRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the ~~federal Community Reinvestment Act of 1977~~ CRA;
2. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
3. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
4. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
5. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

The District may not deposit public funds in a financial institution subject to the CRA unless the institution has a current rating of satisfactory or outstanding under the CRA. [PRESSPlus3](#) When investing or depositing public funds, the District may give preference to financial institutions that have a current rating of outstanding under the CRA. [PRESSPlus4](#)

Activity Funds

The Director of Business Services/District Treasurer is authorized to invest the District's activity funds.

Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, [30 ILCS 235/](#). The Superintendent or designee shall keep the Board informed of collateral agreements.

Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board Statement No. 3 Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

Controls and Report

The Director of Business Services/District Treasurer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Director of Business Services/District Treasurer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.

The Board will determine, after receiving the Superintendent's recommendation, which fund is in most need of interest income and the Superintendent shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

Ethics and Conflicts of Interest

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,
2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in that the agency is authorized to invest.

LEGAL REF.:

[30 ILCS 235/](#), Public Funds Investment Act.

[30 ILCS 238/](#), III. Sustainable Investing Act.

[105 ILCS 5/8-7](#), [5/10-22.44](#), [5/17-1](#), and [5/17-11](#).

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

PRESSPlus Comments

PRESSPlus 1. 30 ILCS 235/2(k), added by P.A. 103-880, eff. 1-1-25, permits a board to adopt a resolution to allow for investment of public funds in other instruments not specifically listed in the Public Funds Investment Act provided those investments comply with: (1) any other law that authorizes a board to invest funds, and (2) the investment policy adopted by the Board. There is uncertainty regarding the potential breadth and scope of this provision and procedural requirements for implementation. The board attorney and district financial advisor(s) should be consulted before adding instruments to the list of authorized investments in this policy and the board's investment portfolio in accordance with 30 ILCS 235/2(k).

Any additional investments authorized by the Board under 30 ILCS 235/2(k) should be added to the end of this sentence as follows: The Chief Investment Officer may invest any District funds in any investment as authorized in 30 ILCS 235/2, and Acts amendatory thereto, as well as [insert investment(s)], in accordance with the requirements of 30 ILCS 235/2(k).

If adding additional investments, select the Save Status "Adopted with Additional District Edits." **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 30 ILCS 235/8(a). **Issue 117, October 2024**

PRESSPlus 3. Updated in response to 30 ILCS 235/8(a-5). **Issue 117, October 2024**

PRESSPlus 4. Optional. 30 ILCS 235/8(a-10). **Issue 117, October 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

4:60 Purchases and Contracts

The Superintendent shall manage the District's purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable Board of Education policies.

Standards for Purchasing and Contracting

All purchases and contracts shall be entered into in accordance with applicable federal and State law. The Board Attorney shall be consulted as needed regarding the legal requirements for purchases or contracts. All contracts shall be approved or authorized by the Board.

All purchases and contracts should support a recognized District function or purpose as well as provide for good quality products and services at the lowest cost, with consideration for service, reliability, and delivery promptness, and in compliance with State law. No purchase or contract shall be made or entered into as a result of favoritism, extravagance, fraud, or corruption.

Adoption of the annual budget authorizes the Superintendent or designee to purchase budgeted supplies, equipment, and services, provided that State law is followed. Purchases of items outside budget parameters require prior Board approval, except in an emergency.

When presenting a contract or purchase for Board approval, the Superintendent or designee shall ensure that it complies with applicable federal and State law, including but not limited to, those specified below:

1. Supplies, materials, or work involving an expenditure in excess of \$35,000 must comply with the State law bidding procedure, [105 ILCS 5/10-20.21](#), unless specifically exempted. Contracts for repair, maintenance, remodeling, renovation, or construction, or a single project involving an expenditure not to exceed \$50,000 and not involving a change or increase in the size, type or extent of an existing facility.
2. Construction, lease, or purchase of school buildings must comply with State law and Board policy 4:150, *Facility Management and Building Programs*.
3. Guaranteed energy savings must comply with [105 ILCS 5/19b-1](#) *et seq.*
4. Third party non-instructional services must comply with [105 ILCS 5/10-22.34c](#).
5. Goods and services that are intended to generate revenue and other remunerations for the District in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services, must comply with [105 ILCS 5/10-20.21](#)(b-5). The Superintendent or designee shall keep a record of: (1) each vendor, product, or service provided, (2) the actual net revenue and non-monetary remuneration from each contract or agreement, and (3) how the revenue was used and to whom the non-monetary remuneration was distributed. The Superintendent or designee shall report this information to the Board by completing the necessary forms that must be attached to the District's annual budget.
6. Any contract to purchase food with a bidder or offeror must comply with [105 ILCS 5/10-20.21](#)(b-10).
7. The purchase of paper and paper products must comply with [105 ILCS 5/10-20.19c](#) and Board

policy 4:70, *Resource Conservation*.

8. Each contractor with the District is bound by each of the following:
 - a. In accordance with [105 ILCS 5/10-21.9](#)(f): (1) prohibit any of its employees who is or was found guilty of a criminal offense listed in [105 ILCS 5/10-21.9](#)(c) and [5/21B-80](#)(c) to have direct, daily contact at a District school or school-related activity with one or more student(s); (2) prohibit any of the contractor's employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in [5/21B-80](#)(b) (certain drug offenses) until seven years following the end of the employee's sentence for the criminal offense; and (3) require each of its employees who will have direct, daily contact with student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her.
 - b. In accordance with [105 ILCS 5/22-94](#): (1) prohibit any of its employees from having *direct contact with children or students* if the contractor has not performed a sexual misconduct related employment history review (EHR) of the employee or if the District objects to the employee's assignment based on the employee's involvement in an instance of sexual misconduct as provided in [105 ILCS 5/22-94](#)(j)(3), which the contractor is required to disclose; (2) discipline, up to and including termination or denial of employment, any employee who provides false information or willfully fails to disclose information required by the EHR; (3) maintain all records of EHRs and provide the District access to such records upon request; and (4) refrain from entering into any agreements prohibited by [105 ILCS 5/22-94](#)(g).
 - c. In accordance with [105 ILCS 5/24-5](#): (1) concerning each new employee of a contractor that provides services to students or in schools, provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease; and (2) require any new or existing employee who provides services to students or in schools to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Ill. Dept. of Public Health rules or order of a local health official.
9. Any pavement engineering project using a coal tar-based sealant product or high polycyclic aromatic hydrocarbon sealant product for pavement engineering-related use must comply with the Coal Tar Sealant Disclosure Act.
10. Design-build contracts must comply with [105 ILCS 5/15A-1](#) *et seq.*
11. Any new contract for a district-administered assessment must comply with 105 ILCS 5/10-20.865. [PRESSPlus1](#)
12. Purchases made with federal or State awards must comply with [2 C.F.R. Part 200](#) and [30 ILCS 708/](#), as applicable, and any terms of the award.

The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts, and (2) monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided.

LEGAL REF.:

[2 C.F.R. Part 200](#).

[105 ILCS 5/10-20.19c](#), [5/10-20.21](#), [5/10-20.865](#), [5/10-21.9](#), [5/10-22.34c](#), [5/15A-1](#) *et seq.*, [5/19b-1](#) *et seq.*, [5/22-94](#), and [5/24-5](#).

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

[410 ILCS 170/](#), Coal Tar Sealant Disclosure Act.

[820 ILCS 130/](#), Prevailing Wage Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:70 (Resource Conservation), 4:150 (Facility Management and Building Programs), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting)

Adopted: February 20, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-20.86, renumbered by P.A. 103-605. **Issue 117, October 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

4:150 Facility Management and Building Programs

The Superintendent shall manage the District's facilities and grounds as well as facility construction and building programs in accordance with the law, the standards set forth in this policy, and other applicable Board of Education policies. The Superintendent or designee shall facilitate: (1) inspections of schools by the appropriate Intermediate Service Center Executive Director [PRESSPlus1](#) and State Fire Marshal or designee, (2) review of plans and specifications for future construction or alterations of a school if requested by the relevant municipality, county (if applicable), or fire protection district, and (3) compliance with the 10-year safety survey process required by the School Code.

Standards for Managing Buildings and Grounds

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis. This policy is not intended to discourage efforts to improve the appearance of buildings or grounds that are consistent with the designated use of those buildings and grounds.

Standards for Green Cleaning

The Superintendent or designee shall establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council.

Standards for Facility Construction and Building Programs

As appropriate, the Board will authorize a comprehensive study to determine the need for facility construction and expansion. On an annual basis, the Superintendent or designee shall provide the Board with projected facility needs, enrollment trends, and other data impacting facility use. Board approval is needed for all new facility construction and expansion.

When making decisions pertaining to design and construction of school facilities, the Board will confer with members of the staff and community, the Ill. State Board of Education, and educational and architectural consultants, as it deems appropriate. The Board's facility goals are to:

1. Integrate facilities planning with other aspects of planning and goal-setting.
2. Base educational specifications for school buildings on identifiable student needs.
3. Design buildings for sufficient flexibility to permit new or modified programs.
4. Design buildings for maximum potential for community use.
5. Meet or exceed all safety requirements.
6. Meet requirements on the accessibility of school facilities to disabled persons as specified in State and federal law.
7. Provide for low maintenance costs, energy efficiency, and minimal environmental impact.

Naming Buildings and Facilities

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and stature of the school or facility. The naming of school facilities is the responsibility of the Board. All proposals for naming facilities or parts of facilities shall be forwarded to the Facilities Committee of the Board which will initially consider and study any proposal and then make its recommendation in writing to the entire Board after receiving input from staff, student, and the community, as it deems appropriate. There should be broad based support within the Lyons Township community for any recommendation relating to the naming of school facilities or parts of facilities.

Facilities or parts of facilities may be named after persons who have made a lasting and significant contribution to education or the community, geographic locations with the community or major financial contributions to the School District.

The Board will not be influenced in its decision by personal prejudice of favoritism, political pressure, or temporary popularity in choosing a facility name. The final responsibility for officially naming the facilities rests with the Board.

LEGAL REF.:

[42 U.S.C. §12101](#) *et seq.*, Americans with Disabilities Act; ~~of 1990, implemented by~~ [28 C.F.R. Parts 35 and 36](#).

[20 ILCS 3130/](#), Green Buildings Act.

[105 ILCS 5/2-3.12](#), [5/10-20.49](#), [5/10-22.36](#), [5/10-20.63](#) and [5/17-2.11](#).

[105 ILCS 140/](#), Green Cleaning Schools Act.

[105 ILCS 230/](#), School Construction Law.

[410 ILCS 25/](#), Environmental Barriers Act.

[410 ILCS 35/25](#), Equitable Restrooms Act.

[820 ILCS 130/](#), Prevailing Wage Act.

[23 Ill.Admin.Code Part 151](#), School Construction Program; [Part 180](#), Health/Life Safety Code for Public Schools; and [Part 2800](#), Green Cleaning for Elementary and Secondary Schools.

[71 Ill.Admin.Code Part 400](#), Ill. Accessibility Code.

CROSS REF.: 2:150 (Committees), 2:170 (Procurement of Architectural, Engineering, and Land Surveying Services), 4:60 (Purchases and Contracts), 8:70 (Accommodating Individuals with Disabilities)

Adopted: February 18, 2020

PRESSPlus Comments

PRESSPlus 1. Updated for clarity. **Issue 117, October 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

4:170 Safety

Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan(s) addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones.

School Safety Drill Plan

During every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act ([105 ILCS 128/](#)):

1. Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.
2. One bus evacuation drill.
3. One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.
4. One law enforcement lockdown drill to address a school shooting incident and to evaluate the preparedness of school personnel and students. This drill shall occur no later than 90 days after the first day of school of each year, and shall require the participation of all school personnel and students present at school at the time of the drill, except for those exempted by administrators, school support personnel, or a parent/guardian.

Annual Review

The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. This annual review shall be in accordance with the School Safety Drill Act ([105 ILCS 128/](#)) and the Joint Rules of the Office of the State Fire Marshal and the Ill. State Board of Education

(ISBE) 29 Ill.Admin.Code Part 1500:

Automated External Defibrillator (AED)

At least one automated external defibrillator (AED) shall be present in each District attendance center during the school day and during any District-sponsored extracurricular activity on school grounds. PRESSPlus1 In addition, the Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The plan shall provide for at least one automated external defibrillator (AED) to be available at every physical fitness facility on the premises according to State law requirements.

The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or supervised by the District. The Superintendent or designee shall ensure that every AED on the District's premises is properly tested and maintained in accordance with rules developed by the IDPH. This policy does not create an obligation to use an AED.

Carbon Monoxide Alarms

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors*,
2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

Soccer Goal Safety

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the IDPH. Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and identified by the ISBE.
2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

Lead Testing in Water

The Superintendent or designee shall implement ³²testing for lead in each source of drinking water in

school buildings in accordance with the Ill. Plumbing License Law and guidance published by the IDPH. The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings.

Emergency Closing

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property.

LEGAL REF.:

[105 ILCS 5/10-20.2](#), [5/10-20.57](#), [5/18-12](#), and [5/18-12.5](#).

[105 ILCS 128/](#), School Safety Drill Act; [29 Ill.Admin.Code Part 1500](#).

[210 ILCS 74/](#), Physical Fitness Facility Medical Emergency Preparedness Act.

[225 ILCS 320/35.5](#), Ill. Plumbing License Law.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:30 (Hiring Process and Criteria), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

Adopted: February 22, 2022

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/10-20.97, added by P.A. 103-1019. An AED installed and maintained according to the Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/) can be used to satisfy this requirement. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions; [PRESSPlus1](#) credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; family responsibilities; [PRESSPlus2](#) or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, [410 ILCS 130/](#).

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

Administrative Implementation

The Superintendent shall appoint at least two Complaint Managers, under Board policy 2:260, *Uniform Grievance Procedure*. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Complaint Managers. A complaint manager may be designated as a Nondiscrimination Coordinator as needed.

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources

100 S. Brainard
LaGrange, IL 60525

708/579-6456

Complaint Managers:

Greg Gardner,
Associate Principal - South

Sarah Smith,
Associate Principal - North

4900 S. Willow Springs Rd.
Western Springs, IL 60558

100 S. Brainard
LaGrange, IL 60525

ggardner@lths.net

ssmith@lths.net

708/579-6500

708/579-6300

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

Minority Recruitment

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

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

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

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §218d](#), Fair Labor Standards Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §701](#) *et seq.*, Rehabilitation Act of 1973.

[38 U.S.C. §4301](#) *et seq.*, Uniformed Services Employment and Reemployment Rights Act (1994).

[42 U.S.C. §1981](#) *et seq.*, Civil Rights Act of 1991.

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

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964; [29 C.F.R. Part 1601](#).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act of 2008.

[42 U.S.C. §2000gg](#) *et seq.*, Pregnant Workers Fairness Act; [29 C.F.R. Part 1636](#).

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[42 U.S.C. §2000e](#)(k), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[Ill. Constitution, Art. I](#), §§17, 18, and 19.

[105 ILCS 5/10-20.7](#), [5/10-20.7a](#), [5/10-21.1](#), [5/10-22.4](#), [5/10-23.5](#), [5/22-19](#), [5/24-4](#), [5/24-4.1](#), and [5/24-7](#).

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), Ill. Whistleblower Act.

[775 ILCS 5/1-103](#), [5/2-101](#), [5/2-102](#), [5/2-103](#), [5/2-103.1](#), [5/2-104](#)(D) and [5/6-101](#), Ill. Human Rights Act.

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

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

[820 ILCS 112/](#), Ill. Equal Pay Act of 2003.

[820 ILCS 180/30](#), Victims' Economic Security and Safety Act.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

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

Adopted: May 20, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. 775 ILCS 5/1-103(O-2), added by P.A. 103-785, eff. 1-1-25. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/2-102(A),

amended by P.A. 103-797, eff. 1-1-25. *Family responsibilities* means an employee's actual or perceived provision of *personal care* to a *covered family member*, as those terms are defined in the Employee Sick Leave Act, 820 ILCS 191/5. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

5:20 Workplace Harassment Prohibited

A working environment that is free from discrimination, including harassment will be maintained. It will be a violation of policy for any member of the District staff to harass any individual, through conduct or communications, on the basis of that individual's race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, family responsibilities, PRESSPlus1 reproductive health decisions, PRESSPlus2 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 status identified by District policy or procedure or State or federal law.

Harassment on the basis of a person's race, religion, national origin, sexual orientation, age, citizenship status, disability, or other protected status under state or federal law includes any intimidating, demeaning, or threatening remarks or conduct made to a person as a result of that person's race, religion, national origin, sexual orientation, age, citizenship status, disability, or other protected status under state or federal law. Religious harassment includes pressure to join or not to join a particular religion.

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

Sexual Harassment Prohibited

Sexual harassment consists of, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other unwelcome conduct or communication of a sexual nature, when:

1. Submission to such remarks or conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such remarks or conduct by an individual is used as the basis for employment decisions; *or*
3. Such remarks or conduct have the purpose or effect of substantially interfering with an individual's professional performance or if such remarks or conduct have the purpose or effect on a person of reasonable sensibilities of creating an intimidating, hostile or offensive employment environment.

Sexual harassment prohibited by this policy includes, but is not limited to, verbal and written communication and physical conduct. The terms intimidating, hostile, and offensive include, but are not limited to, remarks or conduct which have the effect of humiliation, embarrassment, or discomfort. Conduct will be evaluated in light of all circumstances.

Sexual harassment, as defined above, may include, but is not limited to:

1. Sexual abuse;
2. Pressure for sexual activity;

3. Repeated remarks to a person with sexual implications;
4. Unwelcome touching such as patting, pinching, or constant brushing against another's body; *and*
5. Suggestions or demands for sexual involvement accompanied by implied or explicit threats concerning employment status or similar personal concerns.

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

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 report information regarding violations of this policy. While a report can be made at any time, the Board encourages reports to be made promptly 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.

No aggrieved person is required to confront a person engaging in harassing behavior, however, and no negative inference shall be drawn by the failure to do so.

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*. Individuals may choose to report to a person of the individual's same gender.

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.

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:

Ed Piotrowski, Director of Human Resources

100 S. Brainard,
LaGrange, IL 60525

epiotrowski@lths.net

708/579-6456

Complaint Managers:

Greg Gardner,

39
Sarah Smith,

Associate Principal - South

Associate Principal - North

4900 S. Willow Springs Rd.,
Western Springs, IL 60558

100 S. Brainard,
LaGrange, IL 60525

ggardner@lths.net

ssmith@lths.net

708/579-6500

708/579-6300

Investigation Process

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 sex-based ^{ual} [PRESSPlus3](#) 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 determine whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

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

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

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

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

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

Enforcement

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/guardian, 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 policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act ([5 ILCS 430/](#)), the Whistleblower Act ([740 ILCS 174/](#)), and/or the Ill. Human Rights Act ([775 ILCS 5/](#)).

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](#).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adopted: May 20, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/2-102(A), amended by P.A. 103-797, eff. 1-1-25. *Family responsibilities* means an employee's actual or perceived provision of *personal care* to a *covered family member*, as those terms are defined in the Employee Sick Leave Act, 820 ILCS 191/5. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. 775 ILCS 5/1-103(O-2), added by P.A. 103-785, eff. 1-1-25. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to final regulations implementing Title IX. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

5:90 Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 22, an abused or neglected individual with a disability, shall ~~(1)~~ immediately report or cause a report to be made to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873)(within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY), ~~and (2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office.~~ **PRESSPlus1** Any District employee who believes a student is in immediate danger of harm, shall first call 911. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. Negligent failure to report occurs when a District employee personally observes an instance of suspected child abuse or neglect and reasonably believes, in his or her professional or official capacity, that the instance constitutes an act of child abuse or neglect under the Abused and Neglected Child Reporting Act (ANCRA) and he or she, without willful intent, fails to immediately report or cause a report to be made of the suspected abuse or neglect to DCFS.

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at report.cybertip.org/ or www.missingkids.org. The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within three months of initial employment and at least every three years after that date.
3. Complete an annual evidence-informed training related to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations as

required by law and policy 5:100, *Staff Development Program*.

Alleged Incidents of Sexual Abuse: Investigations

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A](#), 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.

In the event that a District employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, the Superintendent or designee will proceed in accordance with [Section 22-85](#) of the Illinois School Code.

The existence of a DCFS and/or law enforcement investigation will not preclude the District from conducting its own parallel investigation into the alleged incident of sexual abuse in accordance with policy 7:20, *Harassment of Students Prohibited* and [Section 22-85](#) of the Illinois School Code.

Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

When the Superintendent has reasonable cause to believe that a license holder (1) committed an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child under ANCRA or an act of sexual misconduct under *Faith's Law*, and (2) that act resulted in the license holder's dismissal or resignation from the District, the Superintendent shall notify the State Superintendent and the appropriate Intermediate Service Center Executive Director in writing, providing the Ill. Educator Identification Number as well as a brief description of the misconduct alleged. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

The Superintendent shall develop and the Superintendent or designee shall implement procedures for notifying a student's parents/guardians when a District employee, contractor, or agent is alleged to have engaged in sexual misconduct with the student as defined in *Faith's Law*. The Superintendent shall also develop, and the Superintendent or designee shall implement procedures for notifying the student's parents/guardians when the Board takes action relating to the employment of the employee, contractor, or agent following the investigation of sexual misconduct. Notification shall not occur when the employee, contractor, or agent alleged to have engaged in sexual misconduct is the student's parent/guardian, and/or when the student is at least 18 years of age or emancipated.

The Superintendent or designee shall execute the recordkeeping requirements of *Faith's Law*.

Special Board of Education Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse.

If the Board determines that any District employee, other than an employee licensed under [105 ILCS 5/21B](#), has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by ANCRA, the Board may dismiss that employee immediately.

When the Board learns that a licensed teacher was convicted of any felony, it must promptly report it to the State agencies listed in policy 2:20, *Powers and Duties of the Board of Education; Indemnification*.

LEGAL REF.:

[20 U.S.C. §7926](#), Elementary and Secondary Education Act.

[105 ILCS 5/10-21.9](#), [5/10-23.13](#), [5/21B-85](#), [5/22-85.5](#), and [5/22-85.10](#).

[20 ILCS 1305/1-1](#) *et seq.*, Department of Human Services Act.

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

[720 ILCS 5/12C-50.1](#), Criminal Code of 2012.

CROSS REF.: 2:20 (Powers and Duties of the School Board; Indemnification), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:20 (Harassment of Students Prohibited), 7:150 (Agency and Police Interviews)

Adopted: June 20, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 325 ILCS 5/7, amended by P.A. 103-624, eff. 1-1-25, removing the requirement for mandated reporters to confirm their oral reports in writing to the DCFS field office. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

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

Professional and Appropriate Conduct

All District employees are expected to maintain high standards in their school relationships to demonstrate integrity and honesty to be considerate and cooperative and to maintain professional and appropriate relationships with students, parents, staff members and others. In addition, the *Code of Ethics for Illinois Educators* adopted by the Illinois State Board of Education is incorporated by reference into this policy. Any employee who sexually harasses a student, willfully or negligently fails to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act ([325 ILCS 5.](#)), engages in grooming as defined in [720 ILCS 5/11-25](#), engages in grooming behaviors, violates boundaries for appropriate school employee-student conduct, or otherwise violates an employee conduct standard or this policy will be subject to discipline up to and including dismissal.

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.

The Superintendent or designee shall identify appropriate employee conduct standards and communicate them to all District's employees. The employee conduct standards will require that, at a minimum:

1. Employees complete required training on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies 2:265, *Title IX 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*.
2. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' age 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.
3. Employees comply with reporting requirements of Abused and Neglected Child Reporting Act ([325 ILCS 5](#)), Title IX of the Education Amendments of 1972 ([20 U.S.C. § 1681 et seq.](#)) and report prohibited behaviors and/or boundary violations pursuant to Board Policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
4. Employees be subject to discipline up to and including dismissal will occur for any employee

who violates an employee conduct standard or engages in any of the following:

- a. Violates boundaries for appropriate school employee-student conduct or expectations and guidelines for employee-student boundaries.
- 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/](#)), or Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)).
- d. Engages in *grooming* as defined in [720 ILCS 5/11-25](#).
- e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, *sexual misconduct*. *Sexual misconduct* 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.

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. Any person that has a close personal relationship with an employee that may compromise or impair the employee's fairness and impartiality, including a member of the employee's immediate family or household;
2. An employee's business partner; 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*.

School Counselor Gift Ban [PRESSPlus1](#)

School 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 school 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 school 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 school counselor believes that it was provided due to the official position or employment of the school counselor and not due to the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the school 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 school counselor, including any previous exchange of gifts between those individuals.
 - b. Whether, to the actual knowledge of the school 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 school 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.
8. Travel, lodging, food, and beverage costs incurred by the school counselor and paid by an institution of higher education for attendance by the school counselor of an educational or military program at the institution of higher education. [PRESSPlus2](#)

A school 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.

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 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 Termination and Suspensions), 7:20 (Harassment of Students Prohibited)

Adopted: February 21, 2023

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/22-93, added by P.A. 102-327, renumbered by P.A. 102-813, and amended by P.A. 103-1020. *School counselor* means a person employed by a school district and working in a high school to offer students advice and assistance in making career or college plans.
Issue 117, October 2024

PRESSPlus 2. Recently updated in PRESS in response to 105 ILCS 5/22-93, amended by P.A. 103-1020. Any costs paid for by the institution of higher education may not exceed the per diem rates for travel, gift, and car expenses set by the Internal Revenue Service (IRS) and referenced in the IRS's

Document Status: Draft Update

Professional Personnel

5:230 Maintaining Student Discipline

Maintaining an orderly learning environment is an essential part of each teacher's instructional responsibilities. A teacher's ability to foster appropriate student behavior is an important factor in the teacher's educational effectiveness. The Superintendent shall ensure that teachers, other ~~certificated~~ licensed [PRESSPlus1](#) educational employees (except for individuals employed as paraprofessional educators), and persons providing a student's related service: (1) maintain discipline in the schools as required in the School Code, and (2) follow the Board of Education policies and administrative procedures on student conduct, behavior, and discipline.

When a student's behavior is unacceptable, the teacher should first discuss the matter with the student, if appropriate. If the unacceptable behavior continues, the teacher should consult with the Building Principal and/or discuss the problem with the parent(s)/guardian(s). A teacher may remove any student from the learning setting whose behavior interferes with the lessons or participation of fellow students. A student's removal must be in accordance with Board policy and administrative procedures.

~~Teachers~~ School personnel shall not use disciplinary methods that may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including slapping, paddling, or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) is prohibited in all circumstances ~~may not be used~~. ~~Teachers~~ School personnel may only use reasonable force as ~~needed to keep students, school personnel, and others safe, or for self-defense or defense of property~~ permitted by 105 ILCS 5/10-20.33. [PRESSPlus2](#)

LEGAL REF.:

105 ILCS [5/22-100](#) and [5/24-24](#). [PRESSPlus3](#)

[23 Ill.Admin.Code §1.280](#).

[23 Ill.Admin.Code §1.285](#).

CROSS REF.: 2:150 (Committees), 7:190 (Student Behavior), 7:230 (Misconduct by Students with Disabilities)

Adopted: September 18, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/24-24, amended by P.A. 103-806, eff. 1-1-25, replacing the word *certificated* with *licensed*. This change brings 105 ILCS 5/24-24 into alignment with its corresponding rule at 23 Ill.Admin.Code §1.280. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/22-100 and 5/24-24, respectively added and amended by P.A. 103-806, eff. 1-1-25. *Corporal punishment* means “a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others.” 105 ILCS 5/22-100, added by P.A. 103-806, eff. 1-1-25. See sample policy 7:190, *Student Behavior*, available at PRESS Online by logging in at www.iasb.com, for a discussion of corporal punishment. **Issue 117, October 2024**

PRESSPlus 3. The Legal References are updated. **Issue 117, October 2024**

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 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.

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, including worker safety in those zones. [PRESSPlus1](#) 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.

2. Steroid abuse prevention must be taught.
3. 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.
4. The curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee.
5. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
6. 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 examples of behaviors that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
7. In addition, in all grades, bullying prevention and gang resistance education and training must be taught.
8. 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.

9. 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 daily during the school day in a physical education course. 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*.
10. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) personal health habits ~~components necessary to develop a sound mind in a healthy body,~~ [PRESSPlus2](#) (d) dangers and avoidance of abduction, (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, and (f) ~~beginning in the fall of 2024,~~ in grades 9-12, the dangers of fentanyl. The Superintendent shall implement a comprehensive health education program in accordance with State law.
11. 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. In grades 9-12, students engage in career exploration and career development activities to prepare them to make informed plans and decisions about their future education and career goals. [PRESSPlus3](#) In grades 9-12, a College and Career Pathway Endorsement is awarded to students who meet the requirements for a specific endorsement area. [PRESSPlus4](#)
12. 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.
13. 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.
14. 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.
15. In grades 9 through 12, a unit of instruction on media literacy.
16. In grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards.
17. In all schools, environmental education ~~Conservation of natural resources must be taught,~~ including instruction on: (a) ~~home ecology,~~ the current problems and needs in the conservation of natural resources; and (b) ~~endangered species~~ beginning in the fall of 2026, instruction on climate change, (c) ~~threats to the environment,~~ and (d) ~~the importance of the environment to life as we know it.~~ [PRESSPlus5](#)
18. In all schools, instruction as determined by the Superintendent or designee on 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, 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, (g) Illinois history, (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, (i) Native American nations' sovereignty and self-determination, both historically and in the present day, with a focus on urban Native Americans, and (j) beginning in the fall of 2024, the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with [105 ILCS 5/27-20.05](#).

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 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, the Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
21. 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.
22. Offering a secondary agricultural education program, the curriculum includes courses as required by [105 ILCS 5/2-3.80](#).
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
24. In all schools, instruction 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.

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), [5/10-20.79](#), [5/10-20.84](#), [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](#), [5/27-20.05](#), [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](#).

[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), 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)

Adopted: February 20, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-24.1, amended by P.A. 103-944. **Issue 117, October 2024**

PRESSPlus 2. Updated for continuous improvement to more closely align with the Comprehensive Health Education Program (CHEP)105 ILCS 110/3. **Issue 117, October 2024**

PRESSPlus 3. 105 ILCS 5/10-20.84(a), added by P.A. 102-917 and renumbered by P.A. 103-154. Unless a board has opted out, career exploration and career development activities in grades 6-12 must be implemented by 7-1-25 in accordance with the model framework adopted by State agencies known as the PaCE Framework. See www.isac.org/pace/il-pace-resource-materials.html for the middle school and high school frameworks and additional implementation resources.

To fully or partially opt out of career exploration and career development activities under 105 ILCS 5/10-20.84(d), a board must adopt a set of findings that considers the following: (1) the district's current systems for college and career readiness; (2) the district's cost of implementation balanced against the potential benefits to students and families through improved postsecondary education and career outcomes; (3) the willingness and capacity of local businesses to partner with the district for successful implementation of pathways other than education; (4) the willingness of institutions of higher education to partner with the district for successful implementation of the pathway and whether the district has sought and established a partnership agreement with a community college district incorporating provisions of the Model Partnership Agreement under the Dual Credit Quality Act (110 ILCS 27/) (see www.isbe.net/Documents/DCQA-Model-Partnership-Agreement-Form.pdf); (5) the availability of a statewide database of participating local business partners, as provided under the Postsecondary and Workforce Readiness Act (110 ILCS 148/), for the purpose of career readiness and the accessibility of those work experiences and apprenticeships listed in the database to district students (see the link to the Work-based Learning Database at www.isbe.net/cte); and (6) the

availability of properly licensed teachers or teachers meeting faculty credential standards for dual credit courses to instruct in the program required for the endorsement areas. 105 ILCS 5/10-20.84(d) (1)-(6), added by P.A. 102-917 and renumbered by P.A. 103-154. A board opting out must report its findings and decision to ISBE. A board may also reverse its decision regarding implementation in whole or in part at any time.

In practice, unless a district has created its own career exploration and career development activities framework that does not align with the PaCE Framework, a board is unlikely to opt out of the PaCE Framework under 105 ILCS 5/10-20.84(a) and still implement College and Career Pathway Endorsements under 105 ILCS 5/10-20.84(c) (CCPE) because career exploration activities are a prerequisite to award of the endorsements. 23 Ill.Admin.Code §258.20.

Delete this sentence if the board has fully opted out of implementation of career exploration and career development activities under 105 ILCS 5/10-20.84(d), added by P.A. 102-917 and renumbered by P.A. 103-154. Regarding partial opt-out from this requirement, the law does not address the types of partial opt-out(s) available. As of the date of the publication of **PRESS** Issue 117 (October 2024), ISBE had not issued any rulemaking or guidance on this topic or any details regarding reporting of a full or partial opt-out to ISBE, other than to indicate to IASB that districts can submit their decision to CTE@isbe.net. Boards interested in opting out from this requirement should consult the Board attorney and check for any further guidance that may be issued by ISBE. **Issue 117, October 2024**

PRESSPlus 4. 105 ILCS 5/10-20.84(b) and (c), added by P.A. 102-917 and renumbered by P.A. 103-154; 23 Ill.Admin.Code Part 258.

By 7-1-25, a board must elect to either implement CCPE or take action to opt out of it. See www.isbe.net/pathwayendorsements for more information. 105 ILCS 5/10-20.84(c) requires a district to implement CCPE either independently, through an area career center, or through an inter-district cooperative, on the following schedule: (1) at least one endorsement area for the graduating class of 2027; (2) at least two endorsement areas for the graduating class of 2029; and (3) at least three endorsement areas for the graduating class of 2031, if a district's grade 9-12 enrollment is more than 350 students, as calculated by ISBE for the 2022-2023 school year. A board implementing CCPE must, by 7-1-25, submit the necessary application materials (including an Endorsement Plan, see 23 Ill.Admin.Code §258.20) to ISBE, or the board must adopt a timeline for implementation of the number of endorsement areas required by 105 ILCS 5/10-20.84(c). A board may opt out of implementing CCPE entirely or it may initially implement an endorsement area for the class of 2027 and then later choose to partially opt out by opting out of the class of 2029 and/or class of 2031 endorsement area schedule. 105 ILCS 5/10-20.84(c) and (d), added by P.A. 102-917 and renumbered by P.A. 103-154; 23 Ill.Admin.Code §258.40(a) and (b). A board that chooses to fully opt out of CCPE must submit documentation of its decision and specific findings to ISBE by 7-1-25. A board that later chooses to partially opt out of CCPE by opting out of the 2029 and/or 2031 endorsement area schedule must submit documentation of its decision and specific findings no later than July 1 immediately before the school year the district would be required to award the endorsement.

If fully opting out of CCPE by 7-1-25 or later partially opting out of the 2029 and/or 2031 endorsement area schedule, a board must adopt a set of findings that considers the following: (1) the district's current systems for college and career readiness; (2) the district's cost of implementation balanced against the potential benefits to students and families through improved postsecondary education and career outcomes; (3) the willingness and capacity of local businesses to partner with the district for successful implementation of pathways other than education; (4) the willingness of institutions of higher education to partner with the district for successful implementation of the pathway and whether the

district has sought and established a partnership agreement with a community college district incorporating provisions of the Model Partnership Agreement under the Dual Credit Quality Act (110 ILCS 27/) (see www.isbe.net/Documents/DCQA-Model-Partnership-Agreement-Form.pdf); (5) the availability of a statewide database of participating local business partners, as provided under the Postsecondary and Workforce Readiness Act (110 ILCS 148/), for the purpose of career readiness and the accessibility of those work experiences and apprenticeships listed in the database to district students (see the link to the Work-based Learning Database at www.isbe.net/cte); and (6) the availability of properly licensed teachers or teachers meeting faculty credential standards for dual credit courses to instruct in the program required for the endorsement areas. 105 ILCS 5/10-20.84(d) (1)-(6), added by P.A. 102-917 and renumbered by P.A. 103-154. A board opting out must report its findings and decision on implementation by submitting the following information to ISBE, via the College and Career Pathway Endorsement portal: (1) the reasoning for opting out, and (2) copies of the board's meeting agenda, board findings, and board meeting minutes. 23 Ill.Admin.Code §258.40(a). A board can manage compliance with the documentation requirements by adopting a written resolution or adopting findings set forth in another document. A board may also reverse its decision regarding implementation of CCPE in whole or in part at any time.

Delete this sentence if a board has fully opted out of implementing CCPE, and delete 105 ILCS 5/10-20.84 from the Legal References if the board has fully opted out of CCPE and also fully opted out of the career exploration and career development activities in grades 6-12. **Issue 117, October 2024**

PRESSPlus 5. Updated in response to 105 ILCS 5/27-13.1, amended by P.A. 103-837, eff. 7-1-25; 23 Ill.Admin.Code §1.420(l). Instruction on the conservation of natural resources must include, but is not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of animals. Instruction on climate change must include, but is not limited to, identifying the environmental and ecological impacts of climate change on individuals and communities and evaluating solutions for addressing and mitigating the impact of climate change. Instruction on climate change must align with State learning standards, as appropriate and subject to funding, and ISBE is required to make instructional resources and professional development learning opportunities available for educators. **Issue 117, October 2024**

Document Status: Draft Update

INSTRUCTION

6:135 Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; and (b) other grade-level acceleration. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s).
2. Notification pProcesses that notify provide a student's parent(s)/guardian(s) of with:
 - a. Written notification when their child is eligible for enrollment in accelerated courses. PRESSPlus1 and
 - b. Notification of a decision affecting a student their child's participation in the APP.
3. Assessment processes that include multiple valid, reliable indicators. and
4. The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or PRESSPlus2 exceeds State standards in English language arts, mathematics, or science on a State assessment administered under 105 ILCS 5/2-3.64a-5, as follows:
 - a. A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
 - b. A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
 - c. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.
5. Waiver of a course completion requirement under Board policy 6:300. Graduation Requirements, if the District determines that the student has demonstrated mastery of or competency in the content of the course or unit of instruction. PRESSPlus3

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement, including strategies to reach groups of students and families who have been historically underrepresented in accelerated placement programs and advanced coursework.

Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

LEGAL REF.:

[105 ILCS 5/14A.](#)

[23 Ill.Admin.Code Part 227](#), Gifted Education.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: June 20, 2023

PRESSPlus Comments

PRESSPlus 1. Required by 105 ILCS 5/14A-32(a-25), added by P.A. 103-743. **Issue 117, October 2024**

PRESSPlus 2. This provision originally applied to “a student who meets or exceeds State standards” but was amended by P.A. 103-743 to only apply to “a student who ~~meets or exceeds~~ State standards.” P.A. 103-743 also added new 105 ILCS 5/14A-32(a-10), requiring that by the beginning of the 2027-28 school year, districts with grades 9-12 state in their policy that “a student who meets State standards” will, in the following school term (the 2028-29 school year), be automatically enrolled in the next most rigorous level of advanced coursework offered by the high school. Nothing in the law prohibits districts from continuing to offer automatic enrollment to students who meet State standards before the 2028-29 school year. **Consult with the board attorney to determine whether to keep or strike “meets or” from Item #4 and its subsections (a)-(c).**
Issue 117, October 2024

PRESSPlus 3. Optional. 105 ILCS 5/14A-32(a-20), added by P.A. 103-743. **Issue 117, October 2024**

Document Status: Draft Update

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 school counselors or licensed educators with a school support personnel endorsement in the area of school counseling ~~a qualified guidance specialist or any certificated staff member.~~ [PRESSPlus1](#)

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. All students 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 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), 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: February 21, 2023

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/10-22.24b, amended by P.A.s 102-876, 103-542, and 103-780, provides that school counselors as defined in 105 ILCS 5/10-22.24a or individuals who hold a Professional Educator License with a school support personnel endorsement in the area of school counseling under 105 ILCS 5/21B-25 may provide school counseling services. **Issue 117, October 2024**

Document Status: Draft Update

STUDENTS

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, PRESSPlus1 reproductive health decisions, PRESSPlus2 or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

Sex Equity

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

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

Any student may file a sex discrimination complaint by using Board policy 2:265, Title IX Grievance Procedure, PRESSPlus3

Administrative Implementation

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

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources

100 S. Brainard
LaGrange, IL 60525

epiotrowski@lths.net

708/579-6456

Complaint Managers:

Greg Gardner,
Associate Principal - South

4900 S. Willow Springs Rd.
Western Springs, IL 60558

ggardner@lths.net

708/579-6500

Kevin Brown,
Associate Principal - North

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LaGrange, IL 60525

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708/579-6300

LEGAL REF.:

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

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

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

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

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

[Ill. Constitution, Art. I](#), §18.

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

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

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

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: May 20, 2024

PRESSPlus Comments

PRESSPlus 1. Updated to more comprehensively reflect categories protected by the Ill. Human Rights Act (775 ILCS 5/). **Issue 117, October 2024**

PRESSPlus 2. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive

technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. 775 ILCS 5/1-103(O-2), added by P.A. 103-785, eff. 1-1-25. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to final regulations implementing Title IX. **Issue 117, October 2024**

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 the ninth grade; and
2. 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 grade 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. The District will provide informational materials regarding influenza, ~~and influenza vaccinations, meningococcal disease, and meningococcal vaccinations~~ [PRESSPlus1](#) 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 the student is homeless or transferring from out-of-state, failure to comply with the above requirements by the first day of school 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 transferring from out of state 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 the first day of school, the student must present, by the first day of school, 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.

Eye Examination

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

Parents/guardians of students entering 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 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 ninth grade 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 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.

[410 ILCS 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 [Notifiable](#) [Communicable](#) Diseases [and Conditions Code](#).

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

Adopted: February 21, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-8.1(8.5), amended by P.A. 103-985, eff. 1-1-25. **Issue 117, October 2024**

Document Status: Draft Update

STUDENTS

7:160 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The District does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, or any other protected classes under Board policy 7:10, Equal Educational Opportunities, including, but not limited to, protective hairstyles such as braids, locks, and twists, nor does it prohibit hairstyles historically associated with any other protected status under Board policy 7:10, Equal Educational Opportunities. [PRESSPlus1](#) The District also does not prohibit the right of a student to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or other characteristic or category protected under the Ill. Human Rights Act, [775 ILCS 5/1-103\(Q\)](#). Students who disrupt the educational process or compromise standards of health and safety must modify their appearance. Procedures for guiding student appearance will be developed by the Superintendent or designee and included in the *Student Handbook(s)*.

LEGAL REF.:

[105 ILCS 5/2-3.25](#) and [5/10-22.25b](#).

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

CROSS REF.: 7:10 (Equal Educational Opportunities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior)

Adopted: February 20, 2024

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement and to align with policy 7:165, *School Uniforms*. **Issue 117, October 2024**

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

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

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

Bullying Prevention and Response Plan

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

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

Nondiscrimination Coordinator:

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Ed Piotrowski, Director of Human Resources

100 S. Brainard
LaGrange, IL 60525
epiotrowski@lths.net
708/579-6456

Complaint Managers:

Greg Gardner,
Associate Principal - South

4900 S. Willow Springs Rd.
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Sarah Smith,
Associate Principal - North

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LaGrange, IL 60525

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

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

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation may be treated as either: (1) bullying, (2) acts subject to disciplinary action, up to and including suspension, and /or expulsion, and/or (3) both options (1) and (2) for purposes of determining any consequences or other appropriate remedial actions.
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, knowingly making a false accusation or providing knowingly false information will be treated as either: (1) *bullying*, (2) acts subject to disciplinary action up to and including suspension and/or expulsion, and/or (3) both (1) and (2) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee will post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information will be provided to school administrators, Board Members, school personnel, parents/guardians, and students.

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 Grievance Procedure*. Any person may use this policy to complain about sexual harassment discrimination [PRESSPlus1](#) in violation of Title IX of the Education Amendments of 1972.
 - c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.

- d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
- e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District’s educational program as required by State law.
- f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District’s electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- g. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- j. 7:315, *Restrictions on Publications; High Schools*. This policy prohibits students from and provides 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.

LEGAL REF.:

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

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

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

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

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:315 (Restrictions on Publications; High Schools)

Adopted: May 20, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to final regulations implementing Title IX. **Issue 117, October 2024**

Document Status: Draft Update

STUDENTS

7:200 Suspension Procedures

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide a full statement of the reasons for the suspension;
 - b. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - c. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - d. Provide rationale as to the specific duration of the suspension; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, that the student's continuing presence in school would either pose:
 - a) A threat to school safety, or
 - b) A disruption to other students' learning opportunities.
 - ii. For a suspension of 4 or more school days:

a) That other appropriate and available behavioral and disciplinary interventions have been exhausted and/or that school officials determined that no other appropriate and available interventions existed for the student.

b) As to whether school officials attempted other interventions and/or determined that no other interventions were available for the student, and

c) That the student's continuing presence in school would either:

i) Pose a threat to the safety of other students, staff, or members of the school community, or

ii) Substantially disrupt, impede, or interfere with the operation of the school.

iii. For a suspension of ~~5~~⁴ [PRESSPlus1](#) or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.

5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.

6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items 4(c), 4(d), and 4(e), above.

LEGAL REF.:

[Goss v. Lopez](#), 419 U.S. 565 (1975).

[105 ILCS 5/10-20.14](#), [5/10-22.6](#).

[23 Ill.Admin.Code §1.280](#).

CROSS REF.: 5:100 (Staff Development), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

Adopted: February 22, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896. In consultation with stakeholders, the Ill. State Board of Education (ISBE) must draft and publish guidance for the re-engagement of students who are suspended out-of-school, expelled, or returning from an alternative school setting by 7-1-25. **Issue 717, October 2024**

Document Status: Draft Update

COMMUNITY RELATIONS

8:10 Connection with the Community

Public Relations

The Board President is the official spokesperson for the School Board. [PRESSPlus1](#) The Superintendent is the District's chief spokesperson. The Board, in collaboration with the Superintendent or designee, [PRESSPlus2](#) and shall plan and implement a District public relations program that will:

1. Develop community understanding of school operation.
2. Gather community attitudes and desires for the District.
3. ~~Secure~~ Ensure [PRESSPlus3](#) adequate financial support for a sound educational program.
4. Help the community feel a more direct responsibility for the quality of education provided by their schools.
5. Earn the community's good will, respect, and ~~trust~~ confidence.
6. Promote a genuine spirit of cooperation between the school and the community.
7. Keep the news media and community ~~provided with~~ accurately informed ation.

The public relations program should include:

1. Regular news releases concerning District programs, policies, and activities, and special event management for distribution by, for example, posting on the District website, using social media accounts [PRESSPlus4](#) ~~and/or sending that will be sent~~ to the news media.
2. News conferences, ~~and~~ interviews, and official Board or District statements, as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. As official spokesperson for the Board, the Board President will communicate on behalf of the Board to the news media and community. Statements made by Board members when not authorized by the Board will be considered personal comments of the Board member, and Board members are encouraged to identify such statements as their personal opinions. Official Board or District statements (other than those made directly to the media) will be made through the District website and/or its social media accounts, at official District events, or through other official communication methods, such as District email or mailings. Individuals may speak for the District only with prior approval from the Superintendent. [PRESSPlus5](#)
3. Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date.
4. Other efforts that highlight the District's programs and activities.

News Media Relations

The District shall maintain open communications ~~with~~ the news media. The Superintendent or his designee shall be responsible for disseminating information and materials to the media. In addition,

the Superintendent or his designee shall develop procedures governing the dissemination of information and materials to the media by other District employees. In general, all news releases to the media shall be made through the Office of the Superintendent or his designee.

Members of the media may be invited to regular or special school events and activities. Members of the media desiring access to school facilities, personnel or students must inform the Superintendent or his designee and comply with procedures governing their conduct established by the Superintendent. During emergency or crisis situations, the Superintendent or his designee may restrict access to school facilities by the media and/or impose restrictions on their conduct.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers)

Adopted: June 15, 2020

PRESSPlus Comments

PRESSPlus 1. In alignment with the IASB *Foundational Principles of Effective Governance*, the school board president is the board's spokesperson (see sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*) and the superintendent is the district's spokesperson. **Issue 117, October 2024**

PRESSPlus 2. The board and superintendent should have a conversation regarding which objectives the board, superintendent, or both the board and superintendent together will implement. **Issue 117, October 2024**

PRESSPlus 3. Updated throughout for continuous improvement. **Issue 117, October 2024**

PRESSPlus 4. Updated in response to the U.S. Supreme Court case Lindke v. Freed, 601 U.S. 187 (2024), which held that a government official's speech on social media is attributable to the government if the official: (1) has actual authority to speak on behalf of the government on a particular matter; and (2) purports to exercise that authority when speaking on social media. If an official's speech on social media is attributable to the government, then the official's social media posts will be subject to scrutiny under the First Amendment. Social media accounts of government officials that are clearly labeled as personal (e.g., "This is the personal page of [insert name]") or with a disclaimer (e.g., "the views expressed are strictly my own") are presumed to contain only personal posts, though that presumption can be challenged depending on the particular facts. The Court did not distinguish between elected or appointed government officials and employees, suggesting that the same test would apply to government employees.

Because those who post on a district's social media accounts typically have authority to speak on the district's behalf, such accounts are likely either *limited public forums* (also referred to as *nonpublic forums*) or *public forums*. See, e.g., People for the Ethical Treatment of Animals v. Tabak, 2024 WL 3573661 (D.C. Cir. 2024)(finding the National Institutes of Health's (NIH) social media accounts were limited public forums because use of the accounts was limited to discussion of certain subjects; however, the NIH violated the First Amendment when it filtered out comments based on the plaintiff's viewpoints). Consider that school districts are different than federal government agencies and must ensure other duties to students, e.g., safety and security, which may require excluding certain comments from the district's social media accounts. **Issue 117, October 2024**

PRESSPlus 5. This item aligns with sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*, and the board member oath of office in 105 ILCS 5/10-16.5, which requires board members to swear or affirm that they “shall recognize that a board member has no legal authority as an individual and that decisions can only be made by a majority vote at a public board meeting.” Making official statements through the district's website and official social media accounts, rather than through personal or "mixed use" accounts is a best practice and a strategy to mitigate First Amendment liability for board members and employees who communicate through social media platforms. Additionally, it is a best practice for board members or employees with social media accounts to clearly label their personal accounts as personal and limit district-related communications to official district accounts. **Issue 117, October 2024**

Document Status: Draft Update

SECTION 2 -BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the [State](#) or federal [Constitution](#), State or federal statute, or Board policy, or has ~~ve~~ a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, [42 U.S.C. §12101 et seq.](#)
2. ~~Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by Board policy 2:265, Title IX Grievance Procedure~~ [PRESSPlus1](#)
3. Section 504 of the Rehabilitation Act of 1973, [29 U.S.C. §791 et seq.](#)
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, [775 ILCS 5/](#); Title VI of the Civil Rights Act of 1964, [42 U.S.C. §2000d et seq.](#); and/or Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, [5 ILCS 430/70-5\(a\)](#); Illinois Human Rights Act, [775 ILCS 5/](#); and Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, [105 ILCS 5/10-20.60](#)
8. Bullying, [105 ILCS 5/27-23.7](#)
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, [820 ILCS 180/](#)
12. Illinois Equal Pay Act of 2003, [820 ILCS 112/](#)
13. Provision of services to homeless students
14. Illinois Whistleblower Act, [740 ILCS 174/](#)
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, [410 ILCS 513/](#); and Titles I and II of the Genetic Information Nondiscrimination Act, [42 U.S.C. §2000ff et seq.](#)
16. Employee Credit Privacy Act, [820 ILCS 70/](#).

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy

may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s); this includes mediation.

Right to Pursue Other Remedies Not Impaired

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

A complaint may be filed with the Department of Education, Office for Civil Rights. The Illinois Regional Office for Civil Rights is located in Chicago at:

Chicago Office for Civil Rights

U.S. Department of Education

Citigroup Center

500 West Madison Street, Suite 1475

Chicago, IL 60661

Phone: 312/730-1560

Fax: 312/730-1576

TDD: 877/521-2172

Email: OCR.Chicago@ed.gov

Deadlines

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

Filing a Complaint

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

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

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee [PRESSPlus2](#) shall process and review the complaint under Board policy 2:265, *Title IX Grievance Procedure*.

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

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, [PRESSPlus3](#) should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. ~~If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parents/guardians that they may attend any investigatory meetings in which their child is involved.~~ [PRESSPlus4](#) The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

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

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

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

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail provide his or her written decision to the Complainant and the accused ~~by registered mail, return receipt requested, and/or personal delivery.~~ [PRESSPlus5](#) as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

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

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

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall ~~mail~~ provide its written decision to the Complainant and the accused, ~~by registered mail, return receipt requested, and/or personal delivery~~ as well as to the Complaint Manager. With regard to any review, deliberations, or determination by the Board of the Complaint Manager's or outside investigator's report and the related complaint, the Board shall consider requiring the recusal of any board members who are parties or witnesses to the complaint.

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

Appointing a Nondiscrimination Coordinator and Complaint Managers [PRESSPlus6](#)

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

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

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers. The Superintendent or designee shall ensure that students, parents/guardians, employees, and members of the community are informed of the contact information for the District's Nondiscrimination Coordinator and Complaint Managers on an annual basis.

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources

100 S. Brainard

LaGrange, IL 60525

epiotrowski@lths.net

708/579-6456

Complaint Managers:

Greg Gardner,

Associate Principal - South

4900 S. Willow Springs Rd.

Sarah Smith,

Associate Principal - North

85

100 S. Brainard

Western Springs, IL 60558

LaGrange, IL 60525

ggardner@lths.net

ssmith@lths.net

708/579-6500

708/579-6300

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

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

[20 U.S.C. §1400](#), The Individuals with Disabilities Education Act.

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

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973.

[29 U.S.C. §2612](#), Family and Medical Leave Act.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964.

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

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act.

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

[42 U.S.C. §12101](#) *et seq.*, Americans With Disabilities Act; [28 C.F.R. Part 35](#).

[105 ILCS 5/2-3.8](#), [5/3-10](#), [5/10-20](#), [5/10-20.5](#), [5/10-20.7a](#), [5/10-20.60](#), [5/10-20.69](#), [5/10-20.75](#), [5/10-22.5](#), [5/22-19](#), [5/22-95](#) (final citation pending), [5/24-4](#), [5/27-1](#), [5/27-23.7](#), and [45/1-15](#).

[5 ILCS 415/10](#)(a)(2), Government Severance Pay Act.

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

[410 ILCS 513/](#), Ill. Genetic Information Privacy Act.

[740 ILCS 174/](#), Whistleblower Act.

[740 ILCS 175/](#), Ill. False Claims Act.

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

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 112/](#), Equal Pay Act of 2003.

[820 ILCS 180/](#), Victims' Economic Security and Safety Act; [56 Ill.Admin.Code Part 280](#).

~~820 ILCS 70/, Employee Credit Privacy Act.~~

~~820 ILCS 112/, Equal Pay Act of 2003.~~

[23 Ill.Admin.Code §§1.240, 200.40, 226.50](#), and [226.570](#).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

Adopted: May 20, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to final regulations implementing Title IX of the Education Amendments of 1972 (Title IX), requiring all Title IX sex discrimination complaints to be processed using policy 2:265, *Title IX Grievance Procedure*. **Issue 116, August 2024**

PRESSPlus 2. “Title IX Coordinator or designee” is used where Title IX is implicated. In contrast, if Title IX is not implicated, “Nondiscrimination Coordinator or a Complaint Manager or designee” is used (see the last paragraph under the [Filing a Complaint](#) subhead). **Issue 116, August 2024**

PRESSPlus 3. See sample administrative procedure 5:120-AP2, *Employee Conduct Standards*, and its exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*, available at PRESS Online by logging in at www.iasb.com. **Issue 116, August 2024**

PRESSPlus 4. This sentence is deleted because it is not legally required and it is not practical for districts to seek parent/guardian attendance at every investigatory meeting involving their child. **Issue 116, August 2024**

PRESSPlus 5. Using a consistent delivery method that allows the district to verify the date of receipt is a best practice, e.g., registered mail, return receipt requested, and/or personal delivery. **Issue 116, August 2024**

PRESSPlus 6. Names and contact information are required by law to be listed, and it is important that they be regularly monitored and updated.

If changes are made to the Nondiscrimination Coordinator, Complaint Manager, and/or Title IX Coordinator information, use the Save Status **Adopted with Additional District Edits**. Best practice is that throughout the board policy manual, the same individual be named as Nondiscrimination

Coordinator. The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, list the Title IX Coordinator's name and contact information separately. **IASB will use the information provided in policy 2:260 for the Nondiscrimination Coordinator and Title IX Coordinator in policies 5:10, 5:20, 7:20, and 7:180. In addition, IASB will use the Title IX Coordinator information provided in policy 2:260 for policy 2:265.**

Complaint Managers identified in individual policies may vary depending upon local district needs. Ensure that policies 2:260, 5:10, 5:20, 7:20, and 7:180 each contain the correct names and contact information for the district's Complaint Managers.

Issue 116, August 2024

Document Status: Draft Update

General Personnel

5:100 Staff Development Program

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

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

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

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

In-Service Training Requirements

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

1. Health conditions of students, including but not limited to training on:
 - a. ~~Chronic health conditions of students;~~ [PRESSPlus1](#)
 - b. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
 - c. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
 - d. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
 - e. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
 - f. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
 - g. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.

2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.
3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in [105 ILCS 5/10-20.61](#) (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in [105 ILCS 5/2-3.166](#) (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11. [PRESSPlus2](#)
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
 - a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
 - b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
 - c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
 - d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in [105 ILCS 110/3.10](#) (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
 - a. The federal Americans with Disabilities Act as it pertains to the school environment; and
 - b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
 - a. Teacher-student conduct;
 - b. School employee-student conduct; and
 - c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in [105 ILCS 5/10-23.13](#) (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of [105 ILCS 5/27-23.4](#) (violence prevention and conflict resolution education).

Additional Training Requirements

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

1. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall

document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.

3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with [105 ILCS 25/1.15](#). Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with [105 ILCS 150/](#), the Seizure Smart School Act.
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with [105 ILCS 145/](#), the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment prevention training.
9. Title IX requirements for training in accordance with 34 C.F.R. §106.8(d) as follows (see Board policy 2:265, *Title IX Grievance Procedure*):[PRESSPlus3](#)
 - a. For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.
 - b. For school personnel designated as Title IX coordinators, investigators, decision makers, or informal resolution facilitators, 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.
 - c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
 - d. For school personnel designated as Title IX decision makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.

An opportunity shall be provided for all staff members [PRESSPlus4](#) to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness

facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator.

LEGAL REF.:

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

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

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

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

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

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

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

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

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

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

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

[77 Ill.Admin.Code §527.800](#).

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

Adopted: May 20, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.39(b-5), amended by P.A. 103-603, eff. 1-1-25, deleting "chronic health conditions of students" from the list of required staff training regarding health conditions of students. **Issue 116, August 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.39(b-20), amended by P.A. 103-603, eff.

1-1-25, requiring in-service training on the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11. **Issue 116, August 2024**

PRESSPlus 3. Updated in response to 34 C.F.R. §106.8(d). **Issue 116, August 2024**

PRESSPlus 4. Districts are not required to train staff on life-saving techniques, though 105 ILCS 110/3, amended by P.A. 103-608, eff. 1-1-25, requires that all teachers, administrators, and other school personnel, as determined by school officials, be provided with information about emergency procedures and life-saving techniques within 30 days after the first day of each school year. Such life-saving techniques must include the Heimlich maneuver, hands-only cardiopulmonary resuscitation (CPR), and automated external defibrillator (AED) use. The information provided must be in accordance with standards of the American Red Cross, the American Heart Association (AHA), or another nationally recognized certifying organization. See e.g., <https://cpr.heart.org/en/cpr-courses-and-kits/hands-only-cpr/hands-only-cpr-resources>, <https://cpr.heart.org/en/training-programs/aed-implementation>, and www.redcross.org/take-a-class/resources/learn-first-aid/adult-child-choking. **Issue 116, August 2024**

LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101

Tel: (708) 579-6470 E-mail: seggerding@lths.net Website: www.lths.net



SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Brian Waterman
Board of Education

FROM: Scott Eggerding

DATE: January 6, 2025

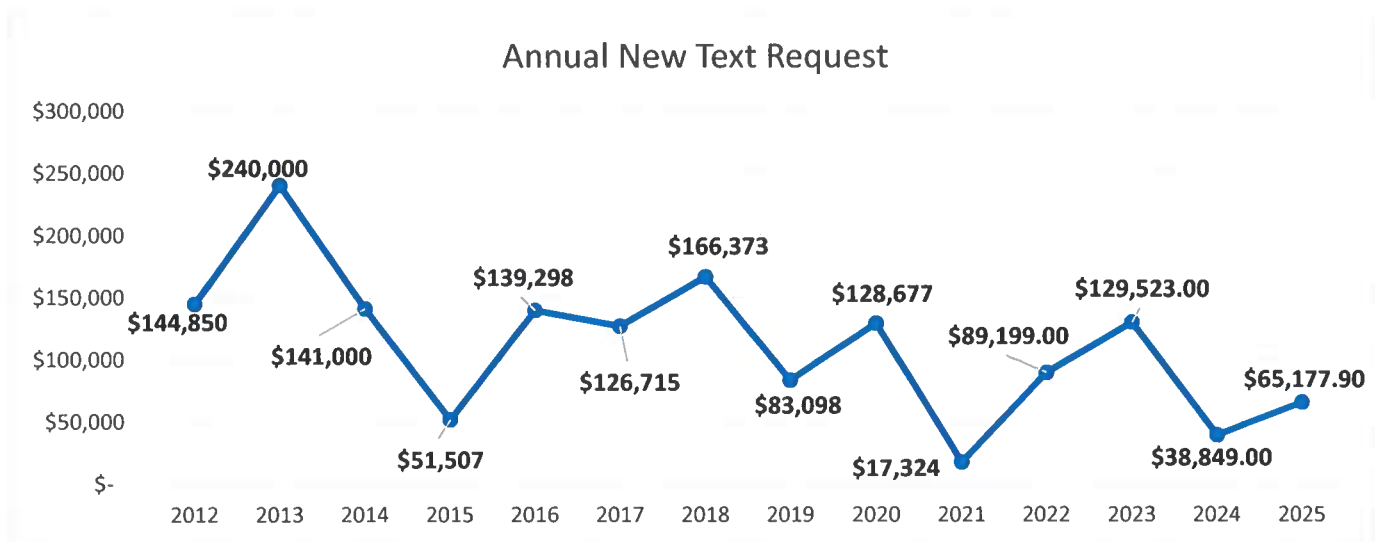
RE: 2025-2026 Instructional Material Change Requests – First Reading

BACKGROUND

Below and attached, please find the 2025-2026 proposed textbook/instructional material change requests. District funded texts and software expenditures are estimated at \$65,177.90.

Observations:

- All texts that are being replaced are 5 or more years old, indicating that we have maximized the use of previously purchased texts.
- As has been the trend since we purchased Chromebooks, we are including a few new textbooks that include electronic access for students as well as class sets of hardbound books to be used in the classroom.
- Curriculum used by teachers is also included. While these are not “texts,” they will provide the curriculum materials in the classroom. In most instances, these include online resources as well as student access to materials. All of the proposed curriculum is being presented as District Purchase. Costs for any training or professional development are not included and will be a part of the regular Curriculum and Instruction or Division professional development budget for 2025-2026.



Text Designation Adoption/Change: The information provided in the attached spreadsheets is sorted by the text designation and includes division, course title, book title, ISBN, unit cost, projected enrollment, and an estimated total item cost to the District. Total costs do not include teacher resource materials unless they are included as part of the package price offered by publishers. All costs are estimated based on enrollment histories, where available. As a reminder, we designate our textbooks based on the following codes:

DT = District Text. These books are purchased by the District and loaned to students. The student textbook fee is used primarily to purchase this kind of textbook.

CS = Class Set. These books are purchased in bundles to be used by an entire class at one time. Some courses choose to have a class set of the hardback textbook while students have a digital version for use at home. Class sets are kept in the classroom and not distributed during book pick-up.

CN = Consumables. Consumables are books purchased by students in addition to their textbook fee. These materials include workbooks and novels that are not returned at the end of the semester. Courses with one-time digital access are also considered consumable.

DRP = Dropped Text. We will no longer purchase or distribute dropped books. The bookstore looks to sell back any remaining books to textbook wholesalers to offset other textbook costs.

Divisional Cost Summary: This page shows the total amount of textbooks requested for 2024-2025 and include those that will be purchased by students and those purchased using District funds.

Additional Items for Consideration during the First Reading:

1. Each textbook/material change request has been reviewed with the appropriate division chair. Textbook adoptions are, at a minimum, on a five-year cycle, with a goal to replace texts with the most recent edition possible; however, new texts may be recommended if a new book is available that better fits the course objectives. In some instances, publishers have changed editions of textbooks, requiring a change since older editions are no longer available and/or instructionally inadequate. Other changes are a result of a partnership with a college that requires a new text to qualify for dual credit.
2. In some cases, items were dropped and not replaced.
3. Individual textbook/material change request forms along with new titles will be on public display at the Board meeting and will remain on display in Rm. 103, North Campus until second reading/adoption.
4. Additional texts may be brought forward in April based on new editions or changes to dual credit partnership materials.

RECOMMENDATION

I recommend that the Board review the attached 2025-2026 Instructional Material Change Requests for first reading and place texts up for adoption on public display.

Text Adoption/Change by Designation

District Purchased Texts (Purchased by the District and supplemented through the textbook fee)

Division	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated Cost
Global Studies/SS	AP Psychology	Myers' Psychology for the AP Course	9781319281168	5	DT	\$166.98	180	\$30,056.40
Global Studies/Bus	All Programming Courses	CodeHS www.codehs.com	N/A		DT	\$3,750.00	4	\$15,000.00
Global Studies/Bus	Accounting 2	SIM Net Excel	N/A		DT	\$67.00	52	\$3,484.00
Global Studies AT	Private Pilot Course	Take Flight Interactive	N/A	N/A	DT	\$89.00	32	\$2,848.00
Global Studies/AT	All Aviation Courses	Microsoft Flight Sim 2024 Standard Edition	N/A	18	DT	\$69.99	50	\$3,499.50
Science	Biology Prep and Accel	Cells: Improving Global Health: Tche Edit.	N/A	N/A	DT	\$105.00	10	\$1,050.00
Science	Biology Prep and Accel	Cells: Improving Global Health Tch Resc.	N/A	N/A	DT	\$75.00	10	\$750.00
Science	Biology Prep and Accel	Cells: Improving Global Health Online Portal	N/A	N/A	DT	\$5.00	900	\$4,500.00
Science	Biology Prep and Accel	Cells: Improving Global Health: Tchr Portal	N/A	N/A	DT	\$399.00	10	\$3,990.00

\$65,177.90

Class Sets (Purchased by the District and stored in the classroom)

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated Cost
Special Education	Geometry, Geometry PSD	Geometry Concepts and Skills	9780618087587	N/A	CS	\$25.00	65	0*

*No additional cost since we have enough books on hand to make the class sets.

\$0.00

Consumables (purchased by students and not returned/sold back to the bookstore)

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated Cost
LAD/English	American Studies Accel	Poverty, by America	9780593239933	N/A	CN	\$15.00	100	\$ 1,500.00
LAD/English	American Studies Accel	Rising: Dispatches from the New American Shore	9781571313812	N/A	CN			
LAD/English	American Studies Accel	Life and Death of the American Worker	9781668078822	N/A	CN			
LAD/English	American Studies Accel	Braiding Sweetgrass	9781571313560	N/A	CN			
Global Studies/SS	AP Psychology	Achieve for Myers' Psychology/AP Course	9781319551643	5	CN	\$39.00	180	\$7,020.00

\$8,520.00

Dropped Books

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Notes
LAD/English	American Studies Accel	\$2.00 A Day: Living on Almost Nothing in America		N/A	DRP	Lit Circle-replaced
LAD/English	American Studies Accel	Evicted: Poverty and Profit in the American City		N/A	DRP	Lit Circle-replaced
LAD/English	American Studies Accel	Custer Died for Your Sins: An Indian Manifesto		N/A	DRP	Lit Circle-replaced
LAD/English	American Studies Accel	The Faraway Brothers: Two Young Migrants...		N/A	DRP	Lit Circle-replaced
LAD/English	American Studies Accel	The Immortal Life of Henrietta Lacks		N/A	DRP	Lit Circle-replaced

Divisional Cost Summary

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
LAD/English	American Studies Accel	Poverty, by America	9780593239933	N/A	CN	\$15.00	100	\$ 1,500.00
LAD/English	American Studies Accel	Rising: Dispatches from the New American Shore	9781571313812	N/A	CN			
LAD/English	American Studies Accel	Life and Death of the American Worker	9781668078822	N/A	CN			
LAD/English	American Studies Accel	Braiding Sweetgrass	9781571313560	N/A	CN			

Total \$1,500.00

Cost to District \$0.00

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
Science	Biology Prep and Accel	Cells: Improving Global Health: Tche Edit.			DT	\$105.00	10	\$1,050.00
Science	Biology Prep and Accel	Cells: Improving Global Health Tch Resc.			DT	\$75.00	10	\$750.00
Science	Biology Prep and Accel	Cells: Improving Global Health Online Portal			DT	\$5.00	900	\$4,500.00
Science	Biology Prep and Accel	Cells: Improving Global Health: Tchr Portal	N/A	N/A	DT	\$399.00	10	\$3,990.00

Total \$10,290.00

Cost to District \$10,290.00

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
Global Studies/SS	AP Psychology	Myers' Psychology for the AP Course	9781319281168	5	DT	\$166.98	180	\$30,056.40
Global Studies/SS	AP Psychology	Achieve for Myers' Psychology/AP Course	9781319551643	5	CN	\$39.00	180	\$7,020.00
Global Studies/Bus	All Programming Courses	CodeHS www.codehs.com	N/A		DT	\$3,750.00	4	\$15,000.00
Global Studies/Bus	Accounting 2	SIM Net Excel	N/A		DT	\$67.00	52	\$3,484.00
Global Studies AT	Private Pilot Course	Take Flight Interactive	N/A	N/A	DT	\$89.00	32	\$2,848.00
Global Studies/AT	All Aviation Courses	Microsoft Flight Sim 2024 Standard Edition	N/A	18	DT	\$69.99	50	\$3,499.50

Total \$61,907.90

Cost to District \$54,887.90

Divisional Cost Summary

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
Special Education	Geometry, Geometry PSD	Geometry Concepts and Skills	978-0618087587	N/A	CS	\$25.00	65	\$1,625.00
							Total	\$1,625.00
							Total Cost to District	\$0.00

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025-26 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 6, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 20
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Special Education
Department	Special Education
Course Title	Geometry, Geometry PSD
Course Number(s)	IP2331/2, IP2336/7, IP2361/2, IP2366/7
Course Level	III
Projected Enrollment for 2025-26	65

II. ADD/DROP YEAR		
	ADD	DRO P
2025-26	X	
2026-27	X	
2027-28	X	

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Geometry Concepts and Skills	
Author(s)	Ron Larson, Laurie Boswell, and Lee Stiff	
Publisher	Holt McDougal	
Copyright Date/Edition	2003	
ISBN 13#	978-0618140510	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback	X	E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			4
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)

This textbook is already used in the existing North Campus Geometry Cross-Categorical (IP2331/2) and Geometry PSD (IP2351/2) courses. Each student currently receives a textbook. The request is to change to a class set for the existing courses, as well as to add class sets to the new in 2025-26 South Campus Geometry Cross-Categorical (IP2336/7) and Geometry PSD (IP2366/7) courses.

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	4 sets of 13
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	0

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

The request to change to a class set for the existing courses is because the textbook is currently used as a supplemental resource within the class period. Students do not need access to the text to complete course requirements outside of the class period. Additionally, the equivalent courses will be offered at South Campus for the first time in 25-26, so the request is to include a class set of textbooks for the South Campus courses as well.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)				Date	12/10/24
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend	Assistant Division Chair		Date 12/10/24
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	Division Chair		Date 12/10/24
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction		Date 1/2/25

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: · Director of Curriculum & Instruction
 · Division Chair/Assistant Division Chair
 · Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025-26 Textbook/Instructional Material Adoption/Change Form

- **Teacher(s) submits to Division chairs by Friday, December 6, 3:00 p.m.**
- **Chairs submit signed forms and copies of books for Board Room display by Friday, December 20**
- **Submit form electronically and hard copy (single sided and signed)**
- **Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.**
- **Do not add any surcharges, shipping charges, tax, etc., to costs.**

I. COURSE INFORMATION	
Division	LAD
Department	English
Course Title	American Studies Accel
Course Number(s)	LA7411 and LA7412
Course Level	IV
Projected Enrollment for 2025-26	100

II. ADD/DROP YEAR		
	ADD	DROP
2025-26	X	X
2026-27		
2027-28		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	<ol style="list-style-type: none"> 1. <i>Poverty, by America</i> by Matthew Desmond ISBN: 978-0593239933 2. <i>Rising: Dispatches from the New American Shore</i> ISBN: 978-1571313812 3. <i>Life and Death of the American Worker: The Immigrants Taking on America's Largest Meatpacking Company</i> by Alice Driver ISBN: 978-1668078822 4. <i>Braiding Sweetgrass</i> by Robin Kimmerer ISBN: 978-1571313560 	<ol style="list-style-type: none"> 1. <i>\$2.00 A Day: Living on Almost Nothing in America</i> by Kathryn Edin and Luke Shaefer 2. <i>Evicted: Poverty and Profit in the American City</i> by Matthew Desmond 3. <i>Custer Died for Your Sins: An Indian Manifesto</i> by Vine Deloria, Jr. 4. <i>The Faraway Brothers: Two Young Migrants and the Making of an American Life</i> by Lauren Markham 5. <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot
Author(s)	See above.	See above.
Publisher		
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback	X	Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)

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Please open this link for a list of current titles that will remain as choices and the proposed new additions. This list includes a synopsis of each book. Students will continue to pay a \$15 flat fee for the title they choose, and texts are ordered after students make their selections. LT does not purchase any of these books up front.

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$15.00
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$90.00

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

In our final unit of American Studies, students select a text aligned with their interest in an area of reform in American history. The independent reading book list is essential in fostering student engagement and critical thinking, and I propose refining it to better meet students' interests and needs. By incorporating new, engaging, and relevant texts published in recent years, we can ensure the list reflects contemporary perspectives and resonates with our current students. Consolidating books with overlapping themes will streamline the selection process, allowing for a more focused exploration of key topics. This change also creates space for diverse titles that reflect the identities and experiences of our student body, increasing motivation and connection to the material. Updated options will expose students to a broader range of more contemporary perspectives within American literature, enriching their understanding of reform movements and cultural narratives. These modifications aim to better align with the topics that we explore in our course throughout the year. Ultimately, this approach supports our goal of cultivating a love of reading while deepening students' understanding of America's complex history and culture.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)	<i>Megan Dawson</i>			Date	12.6.24
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend	Assistant Division Chair <i>Toby Casella</i>	Date	12.6.24
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	Division Chair <i>Karen Raino</i>	Date	12.6.24
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction <i>Scott D. Sargent</i>	Date	1/2/25

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: · Director of Curriculum & Instruction
- Division Chair/Assistant Division Chair
- Bookstore

American Studies Reform Unit Book Selection Options

Text	Description
No Change to these texts--already in the curriculum.	
<p><i>Fast Food Nation: The Dark Side of the All American Meal</i> by Eric Schlosser (2001)</p>	<p>Fast food has hastened the malling of our landscape, widened the chasm between rich and poor, fueled an epidemic of obesity, and propelled American cultural imperialism abroad. That's a lengthy list of charges, but here Eric Schlosser makes them stick with an artful mix of first-rate reportage, wry wit, and careful reasoning. Schlosser's myth-shattering survey stretches from California's subdivisions where the business was born to the industrial corridor along the New Jersey Turnpike where many fast food's flavors are concocted. Along the way, he unearths a trove of fascinating, unsettling truths – from the unholy alliance between fast food and Hollywood to the seismic changes the industry has wrought in food production, popular culture, and even real estate.</p>
<p><i>Locking Up Our Own: Crime and Punishment in Black America</i> by James Forman Jr. (2018)</p>	<p>Former public defender James Forman, Jr. is a leading critic of mass incarceration and its disproportionate impact on people of color. In <i>Locking Up Our Own</i>, he seeks to understand the war on crime that began in the 1970s and why it was supported by many African American leaders in the nation's urban centers. Forman shows us that the first substantial cohort of black mayors, judges, and police chiefs took office amid a surge in crime and drug addiction. Many prominent black officials, including Washington, D.C. mayor Marion Barry and federal prosecutor Eric Holder, feared that the gains of the civil rights movement were being undermined by lawlessness—and thus embraced tough-on-crime measures, including longer sentences and aggressive police tactics. In the face of skyrocketing murder rates and the proliferation of open-air drug markets, they believed they had no choice. But the policies they adopted would have devastating consequences for residents of poor black neighborhoods. A former D.C. public defender, Forman tells riveting stories of politicians, community activists, police officers, defendants, and crime victims. He writes with compassion about individuals trapped in terrible dilemmas—from the men and women he represented in court to officials struggling to respond to a public safety emergency. <i>Locking Up Our Own</i> enriches our understanding of why our society became so punitive and offers important lessons to anyone concerned about the future of race and the criminal justice system in this country.</p>
<p><i>Dreamland: The True Tale of America's Opiate Epidemic</i> by Sam Quinones (2015)</p>	<p>In fascinating detail, Sam Quinones chronicles how, over the past 15 years, enterprising sugar cane farmers in a small county on the west coast of Mexico created a unique distribution system that brought black tar heroin—the cheapest, most addictive form of the opiate, 2 to 3 times purer than its white powder cousin—to the veins of people across the United States. Communities where heroin had never been seen before—from Charlotte, NC and Huntington, WVA, to Salt Lake City and Portland, OR—were overrun with it. Local police and residents were stunned. How could heroin, long considered a drug found only in the dense, urban environments along the East Coast, and trafficked into the United States by enormous Colombian drug cartels, be so incredibly ubiquitous in the American heartland? Who was bringing it here, and perhaps more importantly, why were so many townspeople suddenly eager for the comparatively cheap high it offered? With the same dramatic drive of <i>El Narco</i> and <i>Methland</i>, Sam Quinones weaves together two classic tales of American capitalism: The stories of young men in Mexico, independent of the drug cartels, in search of their own American Dream via the fast and enormous profits of trafficking cheap black-tar heroin to America's rural and suburban addicts; and that of Purdue Pharma in Stamford, Connecticut, determined to corner the market on pain with its new and expensive miracle drug, Oxycontin;</p>

	<p>extremely addictive in its own right. Quinones illuminates just how these two stories fit together as cause and effect: hooked on costly Oxycontin, American addicts were lured to much cheaper black tar heroin and its powerful and dangerous long-lasting high. Embroiled alongside the suppliers and buyers are DEA agents, local, small-town sheriffs, and the US attorney from eastern Virginia whose case against Purdue Pharma and Oxycontin made him an enemy of the Bush-era Justice Department, ultimately stalling and destroying his career in public service. <i>Dreamland</i> is a scathing and incendiary account of drug culture and addiction spreading to every part of the American landscape.</p>
<p><i>Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side</i> by Eve L. Ewing (2018)</p>	<p>"Failing schools. Underprivileged schools. Just plain <i>bad</i> schools." That's how Eve L. Ewing opens <i>Ghosts in the Schoolyard</i>: describing Chicago Public Schools from the outside. The way politicians and pundits and parents of kids who attend other schools talk about them, with a mix of pity and contempt. But Ewing knows Chicago Public Schools from the inside: as a student, then a teacher, and now a scholar who studies them. And that perspective has shown her that public schools are not buildings full of failures—they're an integral part of their neighborhoods, at the heart of their communities, storehouses of history and memory that bring people together. Never was that role more apparent than in 2013 when Mayor Rahm Emanuel announced an unprecedented wave of school closings. Pitched simultaneously as a solution to a budget problem, a response to declining enrollments, and a chance to purge bad schools that were dragging down the whole system, the plan was met with a roar of protest from parents, students, and teachers. But if these schools were so bad, why did people care so much about keeping them open, to the point that some would even go on a hunger strike? Ewing's answer begins with a story of systemic racism, inequality, bad faith, and distrust that stretches deep into Chicago history. Rooting her exploration in the historic African American neighborhood of Bronzeville, Ewing reveals that this issue is about much more than just schools. Black communities see the closing of their schools—schools that are certainly less than perfect but that are <i>theirs</i>—as one more in a long line of racist policies. The fight to keep them open is yet another front in the ongoing struggle of black people in America to build successful lives and achieve true self-determination.</p>
<p><i>When Everything Changed: The Amazing Journey of American Women from 1960 to the Present</i> by Gail Collins (2010)</p>	<p>Gail Collins, <i>New York Times</i> columnist and bestselling author, recounts the astounding revolution in women's lives over the past 50 years, with her usual "sly wit and unfussy style" (<i>People</i>). <i>When Everything Changed</i> begins in 1960, when most American women had to get their husbands' permission to apply for a credit card. It ends in 2008 with Hillary Clinton's historic presidential campaign. This was a time of cataclysmic change, when, after four hundred years, expectations about the lives of American women were smashed in just a generation. A comprehensive mix of oral history and Gail Collins's keen research—covering politics, fashion, popular culture, economics, sex, families, and work—<i>When Everything Changed</i> is the definitive book on five crucial decades of progress. The enormous strides made since 1960 include the advent of the birth control pill, the end of "Help Wanted—Male" and "Help Wanted—Female" ads, and the lifting of quotas for women in admission to medical and law schools. Gail Collins describes what has happened in every realm of women's lives, partly through the testimonies of both those who made history and those who simply made their way. Picking up where her highly lauded book <i>America's Women</i> left off, <i>When Everything Changed</i> is a dynamic story, told with the down-to-earth, amusing, and agenda-free tone for which this beloved <i>New York Times</i> columnist is known.</p>

<p><i>An American Summer: Love and Death in Chicago</i> by Alex Kotlowitz (2019)</p>	<p>The numbers are staggering: over the past twenty years in Chicago, 14,033 people have been killed and another roughly 60,000 wounded by gunfire. What does that do to the spirit of individuals and community? Drawing on his decades of experience, Alex Kotlowitz set out to chronicle one summer in the city, writing of individuals who have emerged from the violence and whose stories capture the capacity—and the breaking point—of the human heart and soul. The result is a spellbinding collection of deeply intimate profiles that upend what we think we know about gun violence in America. Among others, we meet a man who as a teenager killed a rival gang member, and twenty years later is still trying to come to terms with what he's done; a devoted school social worker struggling with her favorite student, who refuses to give evidence in the shooting death of his best friend; the witness to a wrongful police shooting who can't shake what he has seen; and an aging former gang leader who builds a place of refuge for himself and his friends.</p>
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New Titles Proposed

<p><i>Poverty, by America</i> by Matthew Desmond (2023)</p>	<p>The United States, the richest country on earth, has more poverty than any other advanced democracy. Why? Why does this land of plenty allow one in every eight of its children to go without basic necessities, permit scores of its citizens to live and die on the streets, and authorize its corporations to pay poverty wages? In this landmark book, acclaimed sociologist Matthew Desmond draws on history, research, and original reporting to show how affluent Americans knowingly and unknowingly keep poor people poor. Those of us who are financially secure exploit the poor, driving down their wages while forcing them to overpay for housing and access to cash and credit. We prioritize the subsidization of our wealth over the alleviation of poverty, designing a welfare state that gives the most to those who need the least. And we stockpile opportunity in exclusive communities, creating zones of concentrated riches alongside those of concentrated despair. Some lives are made small so that others may grow. Elegantly written and fiercely argued, this compassionate book gives us new ways of thinking about a morally urgent problem. It also helps us imagine solutions. Desmond builds a startlingly original and ambitious case for ending poverty. He calls on us all to become poverty abolitionists, engaged in a politics of collective belonging to usher in a new age of shared prosperity and, at last, true freedom.</p>
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<p><i>Rising: Dispatches from the New American Shore</i></p>	<p>With every passing day, and every record-breaking hurricane, it grows clearer that climate change is neither imagined nor distant—and that rising seas are transforming the coastline of the United States in irrevocable ways. In <i>Rising</i>, Elizabeth Rush guides readers through some of the places where this change has been most dramatic, from the Gulf Coast to Miami, and from New York City to the Bay Area. For many of the plants, animals, and humans in these places, the options are stark: retreat or perish in place. Weaving firsthand testimonials from those facing this choice—a Staten Islander who lost her father during Sandy, the remaining holdouts of a Native American community on a drowning Isle de Jean Charles, a neighborhood in Pensacola settled by escaped slaves hundreds of years ago—with profiles of wildlife biologists, activists, and other members of these vulnerable communities, <i>Rising</i> privileges the voices of those too often kept at the margins. In a new afterword for the paperback edition, Rush highlights questions of storytelling, adaptability, and how to powerfully shift conversation around ongoing climate change—including the storms of 2017 and 2018: Hurricanes Harvey, Maria, Irma, Florence, and Michael.</p>
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<p><i>Life and Death of the American Worker: The Immigrants Taking on America's Largest Meatpacking Company</i> by Alice Driver (2024)</p>	<p>On June 27, 2011, a deadly chemical accident took place inside the Tyson Foods chicken processing plant in Springdale, Arkansas, where the company is headquartered. The company quickly covered it up although the spill left their employees injured, sick, and terrified. Over the years, Arkansas-based reporter Alice Driver was able to gain the trust of the immigrant workers who survived the accident. They rewarded her persistence by giving her total access to their lives. Having spent hours in their kitchens and accompanying them to doctor's appointments, Driver has memorialized in these pages the dramatic lives of husband and wife Plácido and Angelina, who liked to spend weekends planting seeds from their native El Salvador in their garden; father and son Martín and Gabriel, who migrated from Mexico at different times and were trying to patch up their relationship; and many other immigrants who survived the chemical accident in Springdale that day. During the course of Alice's reporting, the COVID-19 pandemic struck the community, and the workers were forced to continue production in unsafe conditions, watching their colleagues get sick and die one by one. These essential workers, many of whom only speak Spanish and some of whom are illiterate—all of whom suffer the health consequences of Tyson's negligence—somehow found the strength and courage to organize and fight back, culminating in a lawsuit against Tyson Foods, the largest meatpacking company in America. Richly detailed, fiercely honest, and deeply reported, <i>Life and Death of the American Worker</i> will forever change the way we think about the people who prepare our food.</p>
<p><i>Braiding Sweetgrass</i> (2015)</p>	<p>Drawing on her life as an indigenous scientist, and as a woman, Kimmerer shows how other living beings—asters and goldenrod, strawberries and squash, salamanders, algae, and sweetgrass—offer us gifts and lessons, even if we've forgotten how to hear their voices. In reflections that range from the creation of Turtle Island to the forces that threaten its flourishing today, she circles toward a central argument: that the awakening of ecological consciousness requires the acknowledgment and celebration of our reciprocal relationship with the rest of the living world. For only when we can hear the languages of other beings will we be capable of understanding the generosity of the earth, and learn to give our own gifts in return.</p>

I am proposing that we drop the following books from the list of options. Many of which have overlapping themes and/or a history of low interest from students:

- *\$2.00 A Day: Living on Almost Nothing in America*
- *Evicted: Poverty and Profit in the American City*
- *Custer Died for Your Sins: An Indian Manifesto*
- *The Faraway Brothers: Two Young Migrants and the Making of an American Life*
- *The Immortal Life of Henrietta Lacks*

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025-26 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 6, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 20
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies
Department	Social Studies
Course Title	Advanced Placement Psychology
Course Number(s)	SS-8511
Course Level	V
Projected Enrollment for 2025-26	180

II. ADD/DROP YEAR		
	ADD	DROP
2025-26	X	
2026-27		
2027-28		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Myers' Psychology for the A.P. Course	
Author(s)	David G. Myers	
Publisher	Bedford, Freeman, and Worth	
Copyright Date/Edition	March 1, 2024 / 4th edition	
ISBN 13#	978-1319281168	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level	11+	
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback	X	E-book	X
Hardback w/digital		CD Rom	
Paperback		Website subscription	X
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			5
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions	5	E-book	
Study Guides		Test Banks	5

VI. Comments (Box will expand as needed)

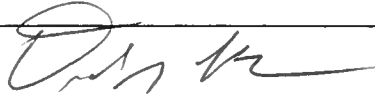

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	\$166.98
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$6.50
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$6.50

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

Our Advanced Placement Psychology course has used the Myers' Psychology for the AP Course, 3rd edition text for the past 5 years. The newest edition, Myers' Psychology for the AP Course, 4th edition has been chosen by the instructors for adoption for the 2025-2026 school year. The text is appropriate for the junior and senior students enrolled in A.P. Psychology and provides a comprehensive, orderly examination of psychological concepts that the course covers in preparation for the A.P. exam. Furthermore, the text is organized in units that are consistent with the recent course changes and updates by the College Board. Previous editions and other textbooks examine content and have unit structure that is no longer assessed by the College Board. The new unit structure includes five units and has online resources that allow students to interact with their textbook and provides online study tools such as quizzes, videos, and demonstrations. In addition, teachers will have access to an online community of fellow A.P. Psychology instructors. This will allow teachers to communicate with teachers from districts throughout the nation to ensure students are receiving the most updated research and activities possible to enhance their learning. This text is necessary for the continued success of the A.P. Psychology program.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)	Lindsay Geraghty Michael Morrison John Seiple			Date
2.	Recommend		Do Not Recommend	Assistant Division Chair	Date
3.	Approved	✓	Not Approved	Division Chair 	Date 12/19/24
4.	Approved	X	Not Approved	Director of Curriculum and Instruction 	Date 1/2/25

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: · Director of Curriculum & Instruction
- Division Chair/Assistant Division Chair
- Bookstore



This price quote is good for 60 days. BFW High School Publishers is committed to delivering the best value for the program you have adopted. Pricing herein may reflect package discounts. Removing or editing components may cancel any package discounting applied to component items. Prices subject to change, including annual increases in November. Shipping fees are estimated; actual shipping fees may vary.

Purchase Orders: Please attach a copy of this price quote to your purchase order and submit your purchase order to:

MPS 16365 James Madison Highway Gordonsville, VA 22942
Email: highschool@mps virginia.com / Phone: (540) 672-7744

Quote Number	00118686	Prepared By	Lisa Grosbier
Created Date	12/12/2024	Phone	+1 6466282141
		Email	lgrosbier@bfwpub.com

Bill To	Lyons Twp Hs District 204 All High School Dept 100 S. Brainard Ave La Grange, Illinois 60525 United States	Phone	7085796412
		Ship To	Lyons Twp Hs District 204 All High School Dept 100 S. Brainard Ave La Grange, Illinois 60525 United States

Itemized Products

ISBN	EAN	Product	Edition	Author	Sales Price	Quantity	Total Price
1319551645	9781319551643	Achieve for Myers' Psychology for the AP® Course (Six-Use Online; Add-On)	4	David G. Myers;C. Nathan DeWall;Elizabeth Yost Hammer	USD 39.00	180.00	USD 7,020.00
1319281168	9781319281168	Myers' Psychology for the AP® Course	4	David G. Myers;C. Nathan DeWall;Elizabeth Yost Hammer	USD 166.98	180.00	USD 30,056.40

Itemized Product Total: USD 37,076.40

Free Product: Please include in your PO:

ISBN	EAN	Free Product	Edition	Author	Net Price	Quantity	Your Price
1319475477	9781319475475	Teacher's Edition with Online Teacher Resources for Myers' Psychology for the AP® Course	4	David G. Myers;C. Nathan DeWall;Elizabeth Yost Hammer	USD 495.98	4	\$0.00
1319475957	9781319475956	Test Bank for Myers' Psychology for the AP® Course	4	David G. Myers;C. Nathan DeWall;Elizabeth Yost Hammer	USD 495.98	4	\$0.00

Total Available for Purchase USD 0.00

Shipping Information

Schools are typically tax exempt however if your school is **NOT** tax exempt, please note that your local tax rate will apply to this quote.

Shipping Location Continental US and Puerto Rico

Shipping Fees: ~~162~~ 1,853.82
Special Shipping Fees: USD 0.00
Total Shipping Fees: USD 1,853.82

Grand Totals

Itemized Products + Shipping Fees: USD 38,930.22

Instructor Resources

Digital Adopters: Instructor resources will be available within your product; no action needed

Print Only Adopters: Instructor resources can be unlocked by visiting www.bfwpub.com/AdopterTRM

Digital Subscription Terms

Digital subscription terms: With respect to each product, the number of licenses allocated to you will be determined by multiplying the quantity purchased by the number of uses (where use = year). [Example: 100 units of a 6-use product = 600 licenses.]

Access to each title will expire on the first to occur of (1) all purchased units which would be available over the course of the number of uses have been utilized, or (2) the number of uses has transpired utilizing the following calculation: utilizing August 1 as the start of a new year, (i) If the invoice date falls between January 1 and September 30, the end date of the subscription term shall be calculated as the invoice year plus the number of uses indicated [Example: 100 units of a 6-use product is invoiced on April 15, 2023. The end date based on uses purchased = July 31, 2029]; and (ii) If the invoice date falls between October 1 and December 31, the end date of the subscription term shall be calculated as invoice year plus the number of uses indicated + 1. [Example: 100 units of a 6-use product is invoiced on November 15, 2023. The end date based on uses purchased = July 31, 2030.]

For complete subscription terms, see bfwpub.com/subscription-terms. Your issuance of a purchase order based on this quote or your payment for the courseware subscription signifies your affirmative understanding and acceptance of these terms.

The Accelerator Option: If chosen at the time of initial purchase, the accelerator option permits the one-time option to upgrade to a new courseware edition at any time within your active courseware subscription term. It is your responsibility to inform your sales representative when you are ready to proceed with the upgrade. The Accelerator Option does not apply to e-books and applies exclusively to digital courseware and not print products.

Miscellaneous Information

Sole Source Statement: Competition in providing the above named products is precluded by the existence of a copyright. There are no like products available for purchase that serve the same purpose because of exclusive distribution/marketing rights. These products should be purchased directly from BFW (MPS) or its approved depositories. Purchases from any other source would not ensure the item's authenticity/warranty. Unapproved 3rd party vendors cannot provide packages, digital materials or teaching materials. BFW (MPS) cannot provide these items to a school if the student edition has been purchased through a third party. We are the sole source for these items and packages.

Note for Canadian Users: Please note that invoices are issued in CAD, but if payment is to be made via credit card, it will be processed through our US Bank and an exchange rate fee will be applied.

NOTE: If you plan to place an order and will require a signed data agreement, please send to your rep as soon as possible. Agreement reviews take an average of 1-3 weeks to review.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025-26 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 6, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 20
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies
Department	Business Ed
Course Title	Accounting 2
Course Number(s)	BU5522
Course Level	IV
Projected Enrollment for 2025-26	52

II. ADD/DROP YEAR		
	ADD	DROP
2025-26	X	
2026-27		
2027-28		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	SIMNet Excel	
Author(s)		
Publisher	McGraw Hill	
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source	https://www.mheducation.com/highered/simnet.html	

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	x
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	1
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)

SIMnet can help all students—no matter their major or career path—build the practical Excel skills they will need to be successful in business courses and in the work place.

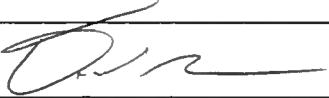
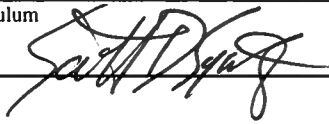
VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	\$67/student
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$0.00

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

The program includes financial modeling, data analysis, and accounting-specific Excel functions. It provides immediate feedback to students and teacher that can be used to further student learning. Without a software like this the feedback is primarily teacher dependent and reduces opportunities for student differentiation.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)	Julie Bryar-Smith			Date
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>	Assistant Division Chair Date
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Division Chair  Date 12/19/24
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Director of Curriculum and Instruction  Date 1/2/25

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025-26 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 6, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 20
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies
Department	Business Education
Course Title	AP Computer Science A, AP Computer Science Principles, Intro to Python, Web Development
Course Number(s)	
Course Level	
Projected Enrollment for 2025-26	250

II. ADD/DROP YEAR		
	ADD	DROP
2025-26	X	
2026-27		
2027-28		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title		
Author(s)		
Publisher		
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source	CodeHS Pro Teacher License HS (District) for 4 teachers and 1 para. Unlimited students included under each of those teachers.	

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	4
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)
 See the attached quote from CodeHS. Above indicated "4" in software. That is because for the \$15,000 price four teachers are provided the CodeHS Pro License. They waived the fee for Para access, so that will be provided at no charge.

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	\$15,000 total
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	

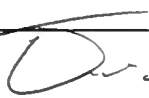

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

In August 2024, our free programming platform, replit.com, went to a per user monthly subscription. Programming/technology teachers needed to quickly pivot to other free options. Very few stable, reliable options exist at no cost. While CodeHS has a free version, we would like to pursue the Pro version that would allow students to collaborate on projects, allow for formative and summative learning/assessments and allow one platform for programming with academic integrity built in to discourage shared/plagiarized student work. Here are several other benefits:

- One platform for all LT teachers
- Integration with Canvas and the ability for a single place for all feedback for students (right now it is housed in THREE places and difficult for students to manage)
- The ability to create our own specific summative assignments per course
- The ability to create impromptu assignments for formative learning and lecture
- The ability to create group assignments for collaborative learning
- Academic integrity detection (like turnitin.com). *We have NEVER had this in Computer Science. It has always been a judgement call and a slippery slope for teachers.*
- Ability to assign labs PER student (for differentiated instruction)
- Updated curriculum that ties with the changes the College Board is releasing next year (2025-2026) for both APCS A and APCSP courses. They are already creating the new curriculum and it will be released early summer.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)	Natalie Carlson, Matt VanDiepen, Ryan Gerenstein, Neil Lucchetti			Date
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	Assistant Division Chair	Date
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	Division Chair 	Date 12/19/24
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction 	Date 1/2/25

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
• Division Chair/Assistant Division Chair
• Bookstore



CodeHS Order Form

Contract #23374
 Customer: Lyons Twp Hsd 204
 ATTN: Scott Eggerding
 100 South Brainard Ave
 La Grange, IL 60525

Order Summary

Start Date	07/01/2025	Total Amount	\$15,000.00
End Date	06/30/2026	Billing Frequency	Annual
Term	12 months	Payment Method	Check, Bank Transfer
Payment Terms	Net 30	Auto Renewal	No
Currency	USD	Integrations	Canvas LTI 1.3/LTI Advantage

Pricing Summary

Items	Start Date	End Date	Quantity	Price	Total Price
Pro Teacher License HS (District)	07/01/2025	06/30/2026	4	\$3,750.00	\$15,000.00
School Setup Fee - waived	07/01/2025	06/30/2026	2	\$0.00	\$0.00
Total					\$15,000.00

Total fee under this Order Form: \$15,000.00

Prepared By: Ally Fuller

Effective Date: 12/12/2024

Description of Licenses:

Pro Teacher License HS (District): This license provides Pro access to 1 teacher, and all of their sections and students. This includes District level features.

School Setup Fee: Set up fee for a school.

Notes:

District Pro Teacher License provides access to co-teachers.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025-26 Textbook/Instructional Material Adoption/Change Form

- **Teacher(s) submits to Division chairs by Friday, December 6, 3:00 p.m.**
- **Chairs submit signed forms and copies of books for Board Room display by Friday, December 20**
- **Submit form electronically and hard copy (single sided and signed)**
- **Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.**
- **Do not add any surcharges, shipping charges, tax, etc., to costs.**

I. COURSE INFORMATION	
Division	Global Studies
Department	Applied Technology
Course Title	All aviation related courses
Course Number(s)	
Course Level	
Projected Enrollment for 2025-26	250

II. ADD/DROP YEAR		
	ADD	DROP
2025-26	x	
2026-27		
2027-28		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Microsoft Flight Sim 2024 Standard Edition	Microsoft Flight Sim 2006 Standard Edition
Author(s)		
Publisher	Microsoft	Microsoft
Copyright Date/Edition	2024 Standard Edition	2006 Standard Edition
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback	E-book		
Hardback w/digital	CD Rom		
Paperback	Website subscription	50	
Paperback w/digital	Workbook/Lab Manual		

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			2
Blackline Masters	Software		
Workbooks/Lab Manuals	Videos		
Wraparound Editions	E-book		
Study Guides	Test Banks		

VI. Comments (Box will expand as needed)
Microsoft Flight Sim 2024 Standard Edition is available on Amazon for 69.99.

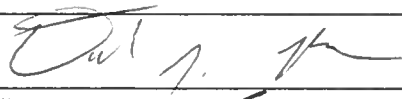

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	\$3,639.48
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

Current simulator software is from 2006. We recently obtained new simulators and we need to update the software that accompanies in order make use of all the simulators offer and to give our students the best possible experience.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)	Dave Root			Assistant Division Chair	Date
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>	Division Chair	Date
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	 Division Chair	Date 12/19/24
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	 Director of Curriculum and Instruction	Date 1/2/25

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025-26 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 6, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 20
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies
Department	Applied Technology
Course Title	Private Pilot Operations
Course Number(s)	
Course Level	
Projected Enrollment for 2025-26	32

II. ADD/DROP YEAR		
	ADD	DROP
2025-26	x	
2026-27		
2027-28		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Take Flight Interactive Virtual Flight Instructor	
Author(s)		
Publisher		
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source	Takeflightinteractive.com	

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	X
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	\$89.00
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

TakeFlight Interactive combines simulator training with AI virtual flight instruction. This gives students in the private pilot class to have more hands-on directed flight training opportunities which can reduce the time needed towards certification.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)	Dave Root			Assistant Division Chair	Date
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>	Division Chair	Date
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Division Chair	Date 12/19/24
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Director of Curriculum and Instruction	Date 1/2/25

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore



Unlimited World-Class Virtual Flight Instruction - \$89 per year

TakeFlight Interactive's Virtual Flight Instructor and curriculum teaches you to fly on personal computers. Our artificial intelligence virtual instructor uniquely provides you with in-maneuver guidance, real-time feedback, and detailed scoring using FAA Standards.

Train as much as you like in your own style and pace. Your proficiency and confidence will take off!

Ideal for:

- Pilots: Certificated, Aspiring, and Simulation Enthusiasts
- Flight Schools and Universities
- High Schools and STEM Programs
- Youth Outreach Programs

TakeFlight Academy teaches Private Pilot with individual, unlimited use, 1-year subscriptions. Feel the thrill of gaining real, measurement-proven flying skills. Be fully pre-trained and confident before starting flight school. Make every in-flight hour more productive. Reduce time to certification. 52 thrilling scenarios. TakeFlight is your flight path to mastery of real flying skills.

TakeFlight runs as an add-on to all of the most popular sims. VR ready (VR in MSFS coming soon)!



XPLANE11

PREPAR3D

or 12

About TakeFlight: Created by former Microsoft Flight Simulator designers. Our mission is to make flight training available to everyone with thrilling economy, precision, and power. Developed with US Air Force R&D funding, now you too can benefit from this world-class innovative technology.

Download our Free Lesson at TakeFlightInteractive.com to start training today. Organizations and aviation programs, contact us at: sales@TakeFlightInteractive.com

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LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025-26 Textbook/Instructional Material Adoption/Change Form

- **Teacher(s) submits to Division chairs by Friday, December 6, 3:00 p.m.**
- **Chairs submit signed forms and copies of books for Board Room display by Friday, December 20**
- **Submit form electronically and hard copy (single sided and signed)**
- **Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.**
- **Do not add any surcharges, shipping charges, tax, etc., to costs.**

I. COURSE INFORMATION	
Division	Science
Department	Science
Course Title	Biology Prep & Biology Accel
Course Number(s)	SN5116/7 SN7116/7
Course Level	III & IV
Projected Enrollment for 2025-2026	900

II. ADD/DROP YEAR		
	ADD	DRO P
2025-26		
2026-27		
2027-28		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	SEPUP Science and Global Issues Cells:Improving Global Health Unit only	
Author(s)		
Publisher	Lab-Aids	
Copyright Date/Edition	Third edition	
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#	Online platform only	
Reading Level		
Catalog/Web/Purchase Source	https://store.lab-aids.com/products/science-and-global-issues-biology-redesigned-for-the-ngss-printed-student-book-full-course	

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	x
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies \$1,260			12
Blackline Masters		Software	
Workbooks/Lab Manuals	12	Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)
We would like to purchase the online platform for one unit only. This unit will be used in semester 1 curriculum. We would like teacher hard copy books and materials.

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	\$10,290.00
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	124
Total cost to student for course (CN above + other CN and fees for the course)	\$0.00

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

We are working to update the biology curriculum while keeping with phenomenon/thematic approach. This will further solidify the biology overhaul and provide a common theme for the entire school year. Resource breaks down as follows:
 Teacher Edition Cells: Improving Global Health Third Edition \$105.00 x 10: \$1050.00
 Biology Teacher Resources, Third Edition \$75 x 10: \$750.00
 Cells: Improving Global Health, Third Edition Online Portal for Students \$5 for 900 students: \$4500.00
 Cells: Improving Global Health Teacher Portal Access \$399.00 x 10: \$3990.00

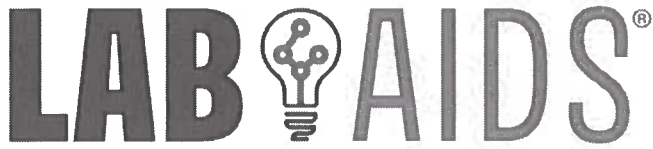
B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s) Erin Groth				Assistant Division Chair	Date 11/10/2022
2.	Recommend	X	Do Not Recommend		<i>Annette Orrico</i>	Date 10/28/24
3.	Approved	X	Not Approved		Division Chair <i>Erin Groth</i>	Date 10/28/24
4.	Approved	X	Not Approved		Director of Curriculum and Instruction <i>[Signature]</i>	Date 1/2/25

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
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	CN (Student Purchase)	

- cc: · Director of Curriculum & Instruction
- Division Chair/Assistant Division Chair
- Bookstore



QUOTE

Quote #	Quote Date	Page
90012179	11/21/2024	1

Bill To:

Lyons Township High School
 Lyons THSD 204 - Accts Pay
 100 South Brainard Ave
 La Grange, IL 60525
 US

Ship To:

Attn: Science Department
 Lyons Township HS
 100 S Brainard Ave
 La Grange, IL 60525
 US

Quote good for 90 days
 LAB-AIDS terms: Net 30 days

Quote Expires
 02/19/2025

Questions? Contact: Darin Christianson, Senior Sales Representative at 631-615-4205 or darin@lab-aids.com

Upon purchase of curriculum and/or Portal subscription, a School/District Administrator must be identified and will be responsible for student and teacher license distribution. The Administrator will receive login details from Lab-Aids when that person is identified by the Customer.

REFERENCE NUMBER	TERMS	SHIP VIA	F.O.B. POINT
REVA	ET 30	PS - Ground	RONKONKOMA, NY
REQUESTED BY	SALES REPRESENTATIVE	QUOTE DATE	OUR QUOTE #
	DARIN CHRISTIANSON	11/21/2024	90012179
CUSTOMER ID	48398LY		

LN	DL	ORDER QUANTITY	DUE DATE	PART IDENTIFIER	DESCRIPTION COMMENTS	UNIT PRICE	EXTENDED PRICE
02	01	10.00	11/21/2024	SGI-B3C-TE	SGI TEACHER EDITION CELLS IMPROVING GLOBAL HEALTH THIRD EDITION	105.00	1050.00
03	01	10.00	11/21/2024	SGI-B3TR	SGI BIOLOGY TEACHERS RESOURCES, THIRD EDITION	75.00	750.00
04	01	900.00	11/21/2024	SGI-BC-3OLSP-1	SGI CELLS IMPROVING GLOBAL HEALTH, Third Edition ONLINE PORTAL FOR STUDENTS, 1-YEAR	5.00	4500.00
05	01	1.00	11/21/2024	PDS-001	PROFESSIONAL LEARNING SERVICES, SCIENCE Full Day Grade Level Specific Implementation Training PO required before Training Date Must be scheduled within 18 months of order date Will be invoiced upon individual training date completion Securing a training date with the Lab-Aids Professional Learning (PL) team constitutes your agreement to comply with our PL cancellation policy: https://www.lab-aids.com/terms-and-conditions	2500.00	2500.00
06	01	10.00	11/21/2024	SGI-BC-3OLTP-7	SGI CELLS IMPROVING GLOBAL HEALTH, 3rd Edition, ONLINE PORTAL FOR TEACHERS, 7-YEARS	399.00	3990.00
07	01	80.00	11/21/2024	SGI-L318	SCIENCE FROM PHOTOSYNTHESIS EXPERIMENTS CARD	15.00	1200.00
08	01	25.00	11/21/2024		SCIENCE FROM PHOTOSYNTHESIS EXPERIMENTS CARD	15.00	375.00
09	01	25.00	11/21/2024		SCIENCE FROM PHOTOSYNTHESIS EXPERIMENTS CARD	15.00	375.00
0	04	80.00	11/21/2024	SGI-L320	SCIENCE FROM PHOTOSYNTHESIS EXPERIMENTS (1 SET OF 13-CARDS)	15.00	1200.00

Teacher training
Covered by COI budget.

Your purchase confirms acknowledgement & agreement to Lab-Aids terms and conditions: <https://www.lab-aids.com/terms-and-conditions>

S/H DOES NOT INCLUDE PORTALS

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customerservice@lab-aids.com