

Administrative Procedures Manual

Evanston Township High School

District 202

Cook County

This manual may be changed at any time at the sole discretion of the Board and/or the Superintendent, whichever has appropriate jurisdiction, subject only to mandatory collective bargaining requirements.

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**EVANSTON TOWNSHIP HIGH SCHOOL DISTRICT 202
DISTRICT ADMINISTRATIVE PROCEDURES MANUAL
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School District Organization

Administrative Procedure - Checklist for Handling Intergovernmental Agreement Requests

The Superintendent completes this checklist whenever the District receives a request to enter into an intergovernmental agreement.

- Acknowledge the receipt of the request to the sender.
- Confer with the Board of Education President as to when to put the request on an open meeting agenda as a discussion and/or action item.
- Inform the request's sender approximately when the request will be presented to the Board.
- Investigate the factual context and the impact of granting or not granting the request.
- Prepare an evaluation of the request and a recommendation that takes into account the Board's priority in the allocating resources, including funds, time, personnel, and facilities, is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work.
- Include the evaluation and recommendation in the appropriate Board meeting packet.

DATED: March 15, 2010

**EVANSTON TOWNSHIP HIGH SCHOOL DISTRICT 202
DISTRICT ADMINISTRATIVE PROCEDURES MANUAL
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Board of Education

Exhibit - Waiver and Modification Request Process

Actor	Action
<p>Superintendent or designee</p>	<p>Develops a plan supporting a waiver or modification request that meets the criteria contained in 105 ILCS 5/2-3.25g, as amended by P.A. 95-223.</p> <p>An approved waiver or modification (except a waiver from or modification to a physical education mandate) may: (a) remain in effect for 5 school years and may be renewed upon a new application, and (b) be changed within that 5-year period by the Board using the procedure for an initial waiver or modification request.</p> <p>An approved waiver from or modification to a physical education mandate may: (a) remain in effect for 2 school years and may be renewed no more than 2 times, and (b) be changed within the 2-year period by the Board using the procedure for the initial waiver or modification request.</p> <p>Based on the plan, completes ISBE’s preliminary application form.</p> <p>Districts may petition ISBE for a waiver or modification of the mandates in <u>The School Code</u> or ISBE administrative rules.</p> <p>For a waiver or modification of administrative rules or modification of <u>Code</u> mandates, the District must demonstrate that: (1) it can address the intent of the rule or mandate in a more effective, efficient, or economical manner, or (2) a waiver or modification of the rule or mandate is necessary to stimulate innovation or improve student performance.</p> <p>For a waiver of mandates in <u>The School Code</u>, a District must demonstrate the waiver is necessary to stimulate innovation or improve student performance. Waivers may not be requested from laws, rules, and regulations pertaining to special education, teacher certification, or teacher tenure and seniority.</p> <p>Identifies a date for a public hearing on the proposed waiver or modification request. If the request concerns a waiver or modification of Section 27-6 of <u>The School Code</u>, (physical education requirements) the public hearing must be held on a day <i>other than</i> on which a regular Board of Education meeting is held.</p> <p>Publishes notice in a newspaper of general circulation within the District of the date, time, place, and general subject matter of a public hearing on the proposed waiver or modification request. This notice must be published at least 7 days before the hearing.</p> <p>Makes all arrangements for a special meeting if necessary.</p> <p>Notifies in writing all affected exclusive bargaining agents, as well as those State legislators representing the District, of the public hearing on the District’s intent to seek a waiver or modification.</p>

Actor	Action
Board of Education	<p>Holds a public hearing in an open meeting on the waiver or modification. Staff directly involved in its implementation, parents, and students must be allowed to testify. The time period for testimony must be separate from the time period set aside for public comment.</p> <p>On the hearing date or in a subsequent open meeting, deliberates on the draft plan and application supporting a waiver or modification request; decides whether to approve the plan and application as amended to include a description of the public hearing.</p> <p>A request for a waiver or modification of ISBE rules or for a modification of a mandate contained in <u>The School Code</u> must include a description of the public hearing.</p> <p>A request for waiver from a mandate contained in <u>The School Code</u> must include a description of the public hearing, including the means of notice, the number of people in attendance, the number of people who spoke as proponents or opponents, a brief description of their comments, and whether there were any written statements submitted.</p> <p>Either attests or authorizes the Superintendent to attest to compliance with all of the notification and procedural requirements.</p>
Superintendent or designee	Within 15 days after approval by the Board, submits the application to ISBE by certified mail, return receipt requested.
ISBE <i>For requests concerning a rule or a modification of <u>The School Code</u></i>	<p>No action is required to approve a requested waiver or modification. Disapproval of a request must occur within 45 days following its receipt.</p> <p>Files a report concerning any District appeal of requests disapproved by ISBE with the Senate and House of Representatives by March 1 and October 1 each year.</p>
Board of Education <i>For requests concerning a rule or a modification of <u>The School Code</u></i>	To appeal disapproval by ISBE of a request, notifies ISBE that the District is appealing the disapproval to the General Assembly.
ISBE <i>For requests of a waiver from a mandate in <u>The School Code</u></i>	Reviews applications for completeness and files a report with Senate and House of Representatives by March 1 and October 1 each year.
General Assembly	<p>No action is required to approve a waiver or appealed request.</p> <p>Disapproval of a request or appealed request must occur within 60 days after each house of the legislature next convenes after the report is filed by adoption of a resolution by a record vote of the majority of members elected in each house.</p>
Board of Education	May seek to renew an approved waiver or modification.

DATED: March 15, 2010

Board of Education

Exhibit - Board Member Code of Conduct

As a member of my local Board of Education, I will do my utmost to represent the public interest in education by adhering to the following standards and principles:

1. I will represent all School District constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan political groups.
2. I will avoid any conflict of interest or the appearance of impropriety which could result from my position, and will not use my Board membership for personal gain or publicity.
3. I will recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a Board meeting.
4. I will take no private action that might compromise the Board or administration and will respect the confidentiality of privileged information.
5. I will abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
6. I will encourage and respect the free expression of opinion by my fellow Board members and will participate in Board discussions in an open, honest and respectful manner, honoring differences of opinion or perspective.
7. I will prepare for, attend and actively participate in Board of Education meetings.
8. I will be sufficiently informed about and prepared to act on the specific issues before the Board, and remain reasonably knowledgeable about local, State, national, and global education issues.
9. I will respectfully listen to those who communicate with the Board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community.
10. I will strive for a positive working relationship with the Superintendent, respecting the Superintendent's authority to advise the Board, implement Board policy, and administer the District.
11. I will model continuous learning and work to ensure good governance by taking advantage of Board member development opportunities, such as those sponsored by my State and national school board associations, and encourage my fellow Board members to do the same.
12. I will strive to keep my Board focused on its primary work of clarifying the District purpose, direction and goals, and monitoring District performance.

DATED: March 15, 2010

Board of Education

Exhibit – Reimbursement/Travel Advance

Please refer to the following material:

DATED: March 15, 2010

**EVANSTON TOWNSHIP HIGH SCHOOL
REIMBURSEMENT / TRAVEL ADVANCE**

NAME _____ S.S. # _____

DATE SUBMITTED _____ Reimbursement Travel Advance

DESTINATION _____

PURPOSE OF TRIP / PURCHASE _____

DEPARTURE DATE _____ RETURN DATE _____

ACCOUNT # _____ AMOUNT REQUESTED: \$ _____

VENDOR # _____ DATE REQUIRED _____

PLEASE NOTE: Whenever a request is made for a reimbursement, there must be receipt(s) or other justification attached. Whenever a travel advance is requested, it must be followed by a Travel Report, which must be completed when you return from your trip, with all pertinent receipts attached. The Travel Report must be signed by the person incurring the expense, as well as the appropriate administrator.

Person Requesting Reimbursement / Advance

Chairperson / Immediate Supervisor

Budget Administrator

Director of Operations & Purchasing

Date

Board of Education

Exhibit - Guidance for Board Member Communications, Including Email Use

The Board of Education is authorized to discuss District business only at a properly noticed Board meeting (Open Meetings Act, 5 ILCS 120/1 *et seq.*). Other than during a Board meeting, a majority or more of a Board quorum may not engage in contemporaneous interactive communication, whether in person or electronically, to discuss District business. This *Guidance* assumes a Board has seven members and covers issues arising from Board policy 2:140, *Communications To and From the Board*.

Communications Outside of a Properly Noticed Board Meeting

1. The Superintendent or designee is permitted to email information to Board members. For example, the Superintendent may email Board meeting agendas and supporting information to Board members. When responding to a single Board member's request, the Superintendent should copy all other Board members and include a "do not reply/forward" alert to the group, such as: **"BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group but only to the sender."**
2. Board members are permitted to discuss any matter except District business with each other, whether in person or by telephone or email, regardless of the number of members participating in the discussion. For example, they may discuss league sports, work, or current events.
3. Board members are permitted to provide information to each other, whether in person or by telephone or email, that is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.
4. A Board member is not permitted to discuss District business with more than one other Board member at a time, whether in person or by telephone or email. Stated another way, a Board member may discuss District business in person or by telephone or email with only one other Board member at a time. However, a Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls or emails to, Board members individually.
5. A Board member should include a "do not reply/forward" alert when emailing a message concerning **District** business to more than one other Board member. The following is an example of such an alert: **"BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual."**
6. Board members should not reply to or forward email received from another Board member.

When Must Email Be Retained?

Email, including attachments, that were "prepared, or having been or being used, received, possessed, or under the control of any public body," may be, depending on the content, subject to disclosure as a public record (Freedom of Information Act, 5 ILCS 140/2). Most email sent or received by individual Board members do not satisfy this definition of "public record" even when the content concerns District business. This is because individual Board members generally have no authority other than during a properly called Board meeting. However, there may be exceptions. Accordingly, Board members must be able to distinguish between official record and non-record messages.

Non-Record Messages

Email messages are “non-record messages” when individual Board members are acting in their individual capacities. This may occur, for example, when an individual Board member’s email describes his or her personal opinions concerning the District or is a response to a community member. **Warning:** these “personal opinions” or “responses” may constitute an illegal Board meeting under the Open Meetings Act if a majority or more of a quorum of the Board discusses District business using email. See the first section of this *Guidance*.

Other examples of non-record messages include:

1. Information from the Superintendent concerning meeting dates, agenda topics, or materials to prepare for or be discussed during a meeting.
2. Personal correspondence, such as, “Do you want to ride with me to the IASB workshop?”
3. Publications or promotional material from vendors, the IASB, or publicly available materials.
4. Correspondence from parents, staff, or community members.

Non-record messages are not “public records” under the Freedom of Information Act and do not need to be stored.

Official Record Messages

Email messages are “public records” under the Freedom of Information Act (FOIA) when they are “prepared, used, received, or possessed by, or under the control of” the District. Email that qualifies under FOIA as a “public record” will need to be stored only if it is evidence of the District’s organization, function, policies, procedures, or activities or contains informational data appropriate for preservation (Local Records Act, 50 ILCS 205/1 et seq.). An example is any email from a Board officer concerning a decision made in his or her capacity as an officer. A Board member must copy this type of email, herein called “official record messages,” to the appropriate District office where it will be stored on the Board member’s behalf. The District will delete these official record messages as provided in an applicable, approved retention schedule.

Important: Do not destroy any email concerning a topic that is being litigated without obtaining the Board attorney’s direction. In federal lawsuits there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding not to destroy any electronic records that might be relevant. For more discussion of a litigation hold, see 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*.

DATED: March 15, 2010

Board of Education

Administrative Procedure - Types of Board of Education Meetings

Meeting Type	Public Notice	Notice to Board Members	Agenda	Notice to News Media	District Website
Regular	Given once a year when the Board adopts its regular meeting schedule. 5 ILCS 120/2.02. 105 ILCS 5/10-6, 5/10-16.	None required.	Post at the District's main office and at the meeting site, at least 48 hours before the meeting. 5 ILCS 120/2.02.	Give to any news media that filed an annual request for such notices. 5 ILCS 120/2.02.	Post the annual schedule of regular meetings and post a public notice of each meeting along with the meeting agenda. 5 ILCS 120/2.02. No later than 7-1-06, post regular Board meeting minutes within 7 days after approval; the minutes remain there for at least 60 days. 5 ILCS 120/2.06.
Special	Post a notice at the District's main office or, if no main office exists, at the meeting site, at least 48 hours before the meeting. 5 ILCS 120/2.02.	Notice served by mail 48 hours before the meeting or by personal service 24 hours before the meeting. 105 ILCS 5/10-16.	Include with the public notice. 5 ILCS 120/2.02.	Give to any news media that files an annual request. Must also give the same notice as that given Board members if the news media provides an address or telephone number within the District's jurisdiction. 5 ILCS 120/2.02.	Post a public notice. 5 ILCS 120/2.02.
Emergency	Post the notice at the District's main office or, if no main office exists, at the meeting site, as soon as practicable	None specified, but advisable to provide the same notice as for a special	No State law requirements.	Same as for special meetings.	Post a public notice. 5 ILCS 120/2.02.

Meeting Type	Public Notice	Notice to Board Members	Agenda	Notice to News Media	District Website
	before the meeting. 5 ILCS 120/2.02.	meeting.			
Closed	May hold a closed meeting, or close a portion of an open meeting, upon a majority vote of a quorum present, taken at a properly noticed open meeting. 5 ILCS 120/2a.	None required.	None required, but only topics specified in the vote to hold the closed meeting may be considered. 5 ILCS 120/2a.	No additional notice required.	Post a public notice. 5 ILCS 120/2.02.
Rescheduled or Reconvened	Post a notice at the District's main office or, if no main office exists, at the meeting site at least 48 hours before the meeting. No notice is needed when an open meeting is reconvened within 24 hours, or when the time and place of a reconvened meeting was announced at the original meeting and the agenda is not changed. 5 ILCS 120/2.02.	None required.	Included with any public notice.	Same as for a special meeting.	Post a public notice. 5 ILCS 120/2.02.

DATED: March 15, 2010

Board of Education

Exhibit - Open Meeting Minutes 1

Meeting Minutes Protocol

1. Meeting minutes are the permanent record of the proceedings during a Board of Education meeting. All Board action must be recorded in the minutes; thus, the minutes focus on Board action.
2. The minutes only include information provided at the meeting. Information may not be corrected or updated in the minutes unless it was discussed at the meeting.
3. Minutes include a summary of the Board's discussion on an agenda topic; the minutes do not state what is said verbatim. The minutes do not repeat the same point made by different individuals. If appropriate, the minutes include a brief background and an explanation of the circumstances surrounding an issue discussed. The minutes do not include the names of members making specific points during discussion. Requests from individual Board members to include their vote or an opinion are handled according to Board policy 2:220, *Board of Education Meeting Procedure*.
4. The minutes include the topic of reports that are made to the Board including reports from the Superintendent or a Board committee. Written reports are filed with the minutes but do not become part of the minutes.
5. The minutes note when a member is not present for the entire meeting due to late arrival and/or early departure.
6. Although items may be considered by the Board in a different order than appeared on the agenda, items in the minutes are generally recorded in the same order as they appeared on the agenda. When a meeting is reconvened on a different date, the minutes must describe what happened on each meeting date.
7. The minutes should be recorded in an objective but positive/constructive tone. Answers and explanations, rather than questions, are recorded. Writing style, including choice of words and sentence structure, is at the discretion of the individual recording the minutes.
8. The minutes include individuals' names who speak during the meeting's public participation segment as well as the topics they address. All written documents presented at a Board meeting are filed with the minutes but do not become part of the minutes.

DATED: March 15, 2010

1 Other than the required inclusions, the listed meeting protocols are at the board's discretion. They should facilitate a discussion and common understanding concerning what the board wants recorded in its meeting minutes. The required inclusions for meeting minutes are: (5 ILCS 120/2.06)

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted "yea" and/or "nay";
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting; and
6. When a vote is taken to hold a closed meeting, the vote of each member and the reason for the closed meeting with a citation to the specific exception authorizing the closed meeting.

Board of Education

Exhibit - PRESS Issue Updates

Actor	Action
Superintendent	Receives PRESS issue. Directs designated support staff to distribute a copy of the following to each member of the Policy Committee: (1) blue memo describing the current PRESS issue that is mailed to the District, (2) committee worksheets that may be downloaded from PRESS Online, .IASB.com/policy , and (3) current District policy in relevant areas. In the case of clean-up language (no content change), directs designated support staff to make changes to the District's policy manual electronic file.
Policy Committee (or Committee of the Whole)	Meets and considers recommended updates. Decides which changes require Board of Education discussion and which do not (consent agenda items.) Policies recommended for revision are submitted to the District's legal counsel for review.
Superintendent	Directs designated support staff to include copies of recommended changes and copies of the blue memo sheets from PRESS in the monthly Board packets.
Policy Committee (or Committee of the Whole)	Presents changes to the Board at a regularly scheduled meeting.
Full Board	Discusses changes that require discussion and announces first reading of the policy updates. Members have a month to consider the recommended changes. At the next regular meeting, votes to revise existing policy, delete existing policy, or add new policy.
Superintendent	Makes needed changes to existing administrative procedures or creates new ones to implement policy changes. Directs designated support staff to update District's policy manual electronic file, add revision date or adoption date for new policies, make copies of new policy for each manual copy, prepare update sheet with return form, and send packet to those responsible for keeping a manual updated.
Persons responsible for keeping copies of manual updated	Follow the directions on the update sheet - adding the new, replacing the revised, and removing any deleted policies. Date, sign, and send the return forms to the support staff designated to receive them.
Superintendent	Directs designated support staff to follow up on any return forms not received within a set time frame (e.g., 2 weeks).

DATED: March 15, 2010

Board of Education

Administrative Procedure - Protocols for Record Preservation and Development of Retention Schedules

Actor	Action
All Staff and Board of Education Members	<p>No district record, as defined in the Illinois Local Records Act, shall be destroyed except as provided herein.</p> <p>“<i>Public record</i> means any book, paper, map, photograph, digitized electronic material, or other official documentary material, regardless of physical form or characteristics, made, produced, executed or received by any agency or officer pursuant to law or in connection with the transaction of public business and preserved or appropriate for preservation by such agency or officer, or any successor thereof, as evidence of the organization, function, policies, decisions, procedures, or other activities thereof, or because of the informational data contained therein.” 50 ILCS 205/3.</p> <p>Do not destroy any District record, no matter its form, if it is subject to a litigation hold.</p> <p>In federal lawsuits there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding to not destroy any electronic records that might be relevant. The receipt of a <i>litigation hold</i> or preservation letter from the Board’s attorney requires all potentially relevant electronic information to be identified, located, and preserved. This includes all e-mail, e-documents, the tapes and servers of discarded systems, and backup data stored elsewhere.</p>
Superintendent	<p>Assign the following activities to the Records Custodian and Head of Information Technology (IT) – Deputy CFO:</p> <ol style="list-style-type: none"> 1. Develop and maintain a protocol for preserving and categorizing District records; 2. Develop and maintain a record retention and destruction schedule; and 3. Develop protocols to implement a litigation hold.
Records Custodian and Head of IT	<ol style="list-style-type: none"> 1. Develop and maintain a protocol for preserving and categorizing District records. <p>Develop and maintain a list of all District records organized in categories and sub-categories, e.g., records relating to business,</p>

Actor	Action
	<p>students, personnel, board meetings, etc. Align this list with the list District records required by the Freedom of Information Act. 5 ILCS 140/5.</p> <p>Paper records may be easier to locate than electronic records. Electronic records will potentially exist in all of the available servers, tapes, hard drives, computers, and similar types of electronic devices (e.g., laptops, Blackberrys, cell phones, Palm Pilots, voicemail, etc.).</p> <p>Provide for keeping only “records” and destroying non-records. Avoid filing non-record material with records. Determine what is a non-record, e.g., identical copies of documents maintained in the same file; extra copies of printed or processed materials (official copies of which are retained by the office); blank forms; and personal communications.</p> <p>The goal is to control excessive accumulation of material. Non-record material may be destroyed at any time. 50 ILCS 205/9.</p> <p>Absent a litigation hold, email must be retained only when it contains: (1) evidence of the District’s organization, function, policies, procedures, or activities, or (2) informational data appropriate for preservation. Email that is conversational, personal, or contains brainstorming may generally be deleted.</p> <p>A consistent email retention policy for use across the District ensures that the necessary emails are being retained and emails that are not required to be preserved are purged on a regular basis.</p> <p>Identify and index the location of each category and sub-category of District records. Organize electronic record and data storage.</p> <p>The goal is to ensure that all documents, including electronically created ones, are retained for the required timeframes and are easy to retrieve and produce if necessary.</p> <p>2. Develop and maintain a record retention schedule for submission to the Superintendent and eventually to Cook County.</p> <p>Prepare a list of public records that: (1) are not needed for current business, and (2) do not have sufficient administrative, legal, or fiscal value to warrant their further preservation. Stated differently, identify records that have no administrative, legal, or fiscal value.</p> <p>Records that have no administrative, legal, or fiscal value may be destroyed according to provisions in the Local Records Act. 50 ILCS 205/1 <u>et seq.</u></p> <p>Prepare a schedule for record destruction by identifying the length of time a record category or series warrants retention after it has been</p>

Actor	Action
	<p>received or produced by the District.</p> <p>The e-discovery rules provide a safe harbor for parties during a lawsuit that cannot provide information because it was destroyed as a result of routine practices.</p>
Superintendent	<p>Submit new or revised record retention and destruction lists and schedules to Cook County for approval.</p> <p>Disseminate the record retention and destruction schedule, along with instructions, to all affected staff members and Board members.</p> <p>Immediately inform the Records Custodian and Head of IT whenever a record must be preserved because: (1) it may be relevant to present or future litigation, or (2) the Board attorney has notified the District to preserve a record, including electronic information (<i>litigation hold</i>).</p>

LEGAL REF.: Federal Rules of Civil Procedure, Rules 16 and 26.
5 ILCS 140/1 et seq., Freedom of Information Act.
50 ILCS 205/1 et seq., Local Records Act.
105 ILCS 10/1 et seq., IL School Student Records Act.
820 ILCS 40/1 et seq., IL Personnel Record Review Act.

DATED: March 15, 2010

Board of Education

Exhibit – Records Disposal Certificate

Please refer to the following material:

DATED: March 15, 2010

RECORDS DISPOSAL CERTIFICATE

TO: Local Records Commission
 Illinois State Archives Building
 Springfield, Illinois 62756
 (217) 782-7075

APPLICATION #: _____

COUNTY: _____

FROM: _____
Agency Division

ADDRESS: _____
Street, P.O. Box

City, ZIP Code

TELEPHONE: () _____

Directions:

1. Fill in all blanks and columns.
2. Sign and send certificate to above address sixty (60) days prior to disposal date.
3. Retain records until approved copy is returned.

APPLICATION ITEM NO.	RECORD SERIES	INCLUSIVE DATES	CUBIC FEET TO BE DISPOSED

If any of the above records are filmed, I hereby certify that the film on which the records were reproduced complies with the standards given in Sections 4000.50 and 4000.60 of the Regulations of the Local Records Commission. If records are digitized, I certify that the original is reproduced accurately and legibly in all details in a medium that does not permit additions, deletions, or changes to the images.

I hereby certify that in compliance with authorization received from the Local Records Commission the records listed above will be disposed of on or after

 Signature Date

 Please print name and title on the line above

(Signature required only if records have been microfilmed or digitized)

Board of Education

Exhibit - Written Request for District Records

All requests to inspect and/or to obtain a copy of District records must be made in writing. Please submit the following completed request to the Superintendent.

Name of Individual(s) Requesting District Records	Organization
Address	Telephone Number
City	Date of Request
State	Zip

Staff Instructions:

1. If this request was received in another form, attach the document to this completed form.
2. Calculate copy fee. Records must be approved for release and any copy fees paid in advance of duplication.
3. Submit to Superintendent

Record Description <i>(Please be specific)</i>	Copy Requested	Copy Fee *	To be mailed	To be picked up
1.				
2.				
3.				
	Total Fee:			

DATED: March 15, 2010

Board of Education

Exhibit - Inspection Report for District Records

Superintendent or designee completes at time of inspection.

Name of Individual(s) Requesting District Records

Organization

Address

Telephone Number

City

State

Zip

To be completed by the staff member present at the requested record inspection or who provided requested copies.

The individual(s) listed above has completed/or picked up requested copies at the District's main office.

Amount of copy fees paid \$_____.

Copies were mailed to the above listed address.

Staff Member Present at Inspection or Who Provided Copies

Date of Inspection and/or Copies Provided or Mailed

DATED: March 15, 2010

Board of Education

Administrative Procedure - Guidelines for Investigating Complaints and Allegations of Misconduct

As a general rule, all complaints should be investigated, even when the complainant requests that nothing be done or is anonymous.

Step 1: Before the Investigation

- A. According to policy 2:260, *Uniform Grievance Procedure*, the Superintendent appoints at least two Complaint Managers, one of each gender. The District Complaint Manager investigates: (1) complaints filed under policy 2:260, *Uniform Grievance Procedure*, and (2) allegations of employee misconduct.
- B. The appropriate Building Principal or designee investigates all allegations of student misconduct.
- C. Anyone with a complaint or making an allegation of misconduct should be referred to the Complaint Manager or Building Principal without delay.
- D. A Complaint Manager or Building Principal (hereafter referred to as “investigator”) will investigate all complaints or allegations of misconduct, except that, depending on the circumstances, the Superintendent may appoint a special investigator and seek legal counsel. An investigator should not have any involvement with the complainant or the alleged wrongdoer. The Superintendent will ensure that investigators have sufficient authority and resources, including access to the Board of Education Attorney.
- E. The investigator should provide a fair opportunity for both sides to be heard.
- F. The investigator should begin by carefully reading the complaint. Next the investigator should review applicable Board policies, administrative procedures and manuals, laws, regulations, and collective bargaining agreements.
- G. The investigator should develop a plan, including:
 - Witness list
 - Order of interviews
 - Questions for witnesses
 - Physical evidence needed, e.g., records, documents, reports, photos, and letters
- H. The investigator should make logistical arrangements, e.g., determine interview location and the need for photographs and/or a video or audio recording.

Step 2: The Investigation

- A. Typically, interview the complainant first, next the subject of the investigation, and, finally, all witnesses. The following applies to all interviews:
 - If possible, statements should be written, dated, and signed by the person being interviewed.
 - Ask open-ended questions and do not suggest answers to questions.
 - Record important details, essentially who, did what, to whom, when and how done and, if appropriate, why?
 - Be objective and nonjudgmental; do not prejudge an alleged wrongdoer’s guilt. Never show outrage or dismay.

- Ask for the names of any other witnesses.
 - Deal with emotional outbursts and anger by patiently explaining that details are needed for an accurate investigation.
 - If a witness cannot be interviewed, record the reason.
- B. While confidentiality should be maintained, do not make promises of confidentiality or anonymity. Only the Superintendent may promise confidentiality or anonymity.
- C. Keep the Superintendent informed, but do not discuss the investigation with Board members in order to avoid the appearance of prejudice or unfairness.
- D. Obtain copies of all necessary papers. Originals are not needed, but record how to get them.
- E. Collect physical evidence and photographs. Keep a record of when, and where, or from whom physical evidence was gathered.
- F. Document everything about the interview, including the person's demeanor, gestures, accuracy of memory, and overall credibility.
- G. During the investigation, keep the investigation file separate from personnel or student record files. In a subsequent hearing, the opposing side may be able to view the investigation file.

Step 3: Following the Investigation

- A. Report to the Superintendent or designee the investigation results, that is, the matters investigated, facts, conclusions, and recommendations. Prepare a written report if requested.
- Answer who, what, when, where, why, and how.
 - Factual findings are based on whether an incident's occurrence is more likely than not. Identify as many factual findings as possible to support a conclusion. In a "he said, she said" scenario, a decision can be based on the credibility of the parties and witnesses. Include in the report any findings that are inconclusive.
 - Make a determination regarding credibility of specific evidence, that is, how believable is it and why. Credible evidence is capable of belief by a reasonable person.
- B. Be prepared to testify as to the fairness of the investigation, the authenticity of the evidence, and the contents of the investigation report.

DATED: March 15, 2010

Board of Education

Administrative Procedure - Nondiscrimination Coordinator and Complaint Manager

The Nondiscrimination Coordinator directs the District's compliance with federal and State laws governing discrimination and harassment in the workplace. The Complaint Manager administers the complaint process in Board policy 2:260, *Uniform Grievance Procedure*.

Superintendent Responsibilities

- A. Appoints individuals to serve as a Nondiscrimination Coordinator and Complaint Manager whose skill set suggest they could effectively fulfill the responsibilities identified in this procedure. One individual may serve in both capacities. The Superintendent may serve in either capacity. If possible, at least 2 Complaint Managers are appointed, one of each gender.
- B. Identifies individuals to supervise the performance of the Nondiscrimination Coordinator and Complaint Manager. The supervisor must understand the responsibilities of each role and have authority to take action. If possible, a different individual is assigned to supervise each role as a control measure, e.g., the Human Resources Manager supervises the Nondiscrimination Coordinator's performance and the Superintendent supervises the Complaint Manager's performance.
- C. Requires each Nondiscrimination Coordinator and/or Complaint Manager to possess or obtain:
 1. In-depth knowledge of Board policies as well as rules and conduct codes for students and employees.
 2. General knowledge of State and federal laws concerning equal employment and educational opportunities.
 3. Ability to:
 - a. Communicate effectively, both orally and in writing, and to establish rapport with others;
 - b. Plan, implement, evaluate, and report activities conducted;
 - c. Be both consistent and flexible as circumstances warrant; and
 - d. Analyze, clarify, and mediate differences of opinion.
- D. Facilitates the effective performance of the Nondiscrimination Coordinator and Complaint Managers by:
 1. Providing them with clear expectations concerning their roles and responsibilities.
 2. Communicating to employees and students their functions and responsibilities.
 3. Providing them resources and professional development opportunities.
 4. Providing them access to the Board Attorney for legal advice concerning their responsibilities.

Nondiscrimination Coordinator Responsibilities

- A. Directs the District's efforts to provide equal employment and educational opportunities and prohibit the harassment of employees, students, and others. Manages compliance with Board policies 2:260, *Uniform Grievance Procedure*; 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Sexual Harassment*; and 7:20, *Harassment of Students Prohibited*.
- B. Develops and manages a program that will fully inform all employees and students about the District's commitment to equal employment and educational opportunities and a harassment-free

environment. A component of this program is to inform employees and students about Board policies and administrative procedures.

- C. Provides ongoing consultation, technical assistance, and information services regarding compliance requirements and programs.
- D. Assists the Human Resources Manager with monitoring compliance with the recordkeeping and notice requirements contained in federal and State laws concerning discrimination and harassment in schools and the workplace.
- E. Maintains grievance and compliance records and files.
- F. Makes recommendations for action by appropriate decision makers.
- G. Establishes a positive climate for nondiscrimination compliance efforts. This effort includes encouraging individuals to come forward with suggestions and complaints.

Complaint Manager Responsibilities

- A. Implements and administers the grievance process contained in Board policy 2:260, *Uniform Grievance Procedure*.
- B. Manages complaints alleging a violation of any Board policy or procedure listed in the next section.
- C. Assists complainants and potential complainants by, among other things, providing consultation and information to them.
- D. Attempts to resolve complaints without resorting to the formal grievance process provided in Board policy 2:260, *Uniform Grievance Procedure*.
- E. Informs potential complainants, complainants, and witnesses that the District prohibits any form of retaliation against anyone who, in good faith, brings a complaint or provides information to the individual investigating a complaint.
- F. Receives formal complaints and notifies relevant individuals of the ensuing process.
- G. Investigates complaints or appoints a qualified individual to undertake the investigation on his or her behalf. Each complaint shall be investigated promptly, thoroughly, and impartially, and as confidentially as possible.
- H. For each formal complaint, prepares a comprehensive written report describing the: (a) complaint, (b) investigation, and (c) findings and recommendations. Provides the report to the Superintendent or Board of Education if the Superintendent is an alleged responsible party.
- I. Receives a request from a complainant to appeal the Superintendent's resolution of the complaint and promptly forwards all relevant material to the Board.
- J. Monitors compliance with all requirements and time-lines specified in Board policy 2:260, *Uniform Grievance Procedure*.

Applicable Policies and Procedures

Section 2

2:260 Uniform Grievance Procedure

2:260-AP2 Administrative Procedure - Nondiscrimination Coordinator and Complaint Manager

Section 5

5:10 Equal Employment Opportunity and Minority Recruitment

5:20 Sexual Harassment

5:20-AP Administrative Procedure - Sample Questions for Conducting the Internal Sexual Harassment in the Workplace Investigation

Section 6

6:120 Education of Children with Disabilities
6:140 Education of Homeless Children
6:140-AP Administrative Procedure - Education of Homeless Children
6:170 Title I Programs
6:260 Complaints About Curriculum, Instructional Materials, and Programs

Section 7 - Students

7:10 Equal Educational Opportunities
7:20 Harassment of Students Prohibited
7:20-AP Administrative Procedure - Harassment of Students Prohibited
7:180 Preventing Bullying, Intimidation, and Harassment
7:190 Student Discipline

Section 8 - Community Relations

8:70 Accommodating Individuals with Disabilities
8:110 Public Suggestions and Complaints

Resources

U.S. Equal Employment Opportunity Commission, [.eeoc.](http://www.eeoc.gov)

“Enforcement Guidances and Related Documents,” U.S. Equal Employment Opportunity Commission, [.eeoc.gov/policy/guidance.](http://www.eeoc.gov/policy/guidance)

“Sexual Harassment: It's Not Academic” U.S. Dept. of Education, Office for Civil Rights, [.ed.gov/about/offices/list/ocr/docs/ocrshpan.](http://www.ed.gov/about/offices/list/ocr/docs/ocrshpan)

“Frequently Asked Questions about Sexual Harassment,” U.S. Dept. of Education, Office for Civil Rights, [.ed.gov/about/offices/list/ocr/qa-sex.](http://www.ed.gov/about/offices/list/ocr/qa-sex)

“Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties,” Office for Civil Rights, [.ed.gov/about/offices/list/ocr/docs/shguide.](http://www.ed.gov/about/offices/list/ocr/docs/shguide)

“Q&A Regarding Title IX Procedural Requirements,” U.S. Dept. of Justice, [.usdoj.gov/crt/cor/coord/TitleIXQandA.](http://www.usdoj.gov/crt/cor/coord/TitleIXQandA)

DATED: March 15, 2010

**EVANSTON TOWNSHIP HIGH SCHOOL DISTRICT 202
DISTRICT ADMINISTRATIVE PROCEDURES MANUAL
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SECTION 3 - GENERAL SCHOOL ADMINISTRATION**

- 3:30-AP Administrative Procedure – Organizational Chart for Administration
- 3:70-AP Administrative Procedure - Succession Plan

General School Administration

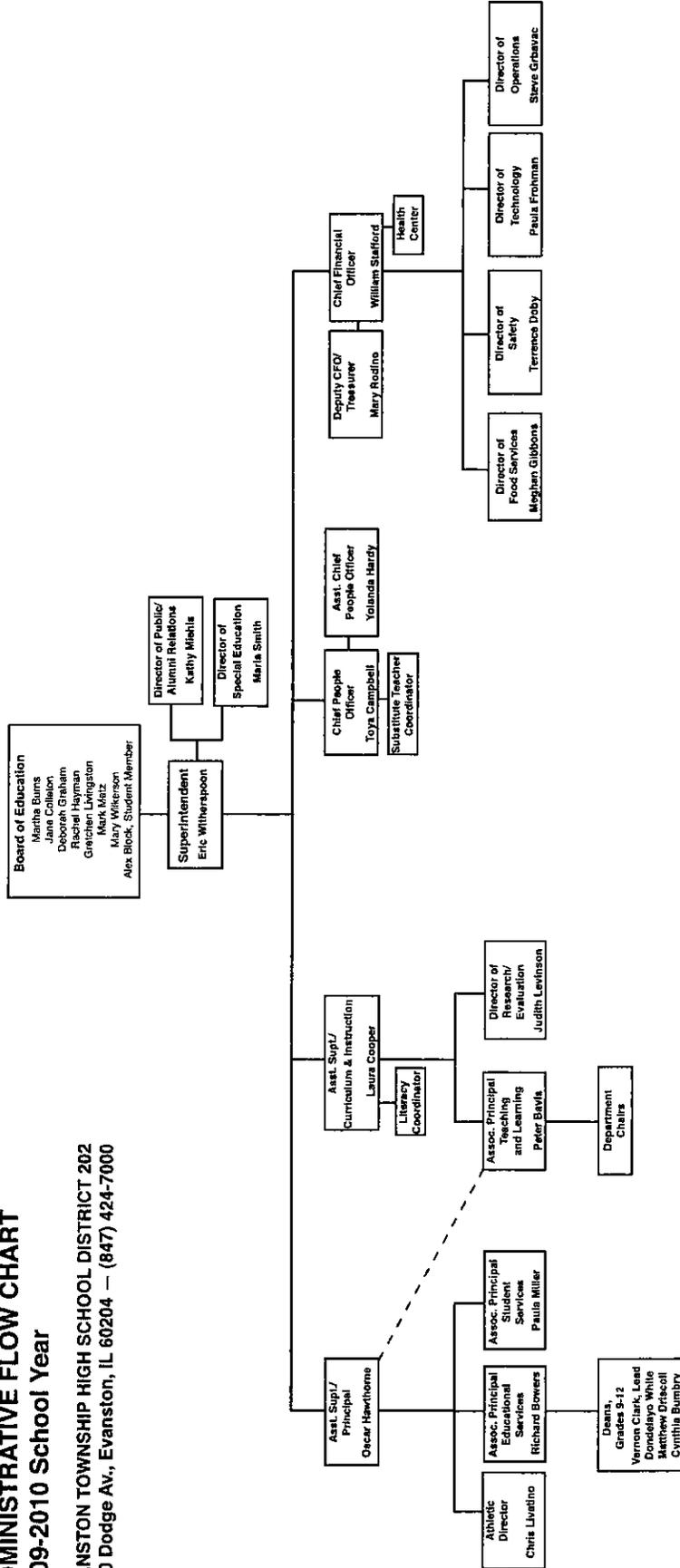
Administrative Procedure - Organizational Chart for Administration

Please refer to the following material:

DATED: March 15, 2010

ADMINISTRATIVE FLOW CHART 2009-2010 School Year

EVANSTON TOWNSHIP HIGH SCHOOL DISTRICT 202
1600 Dodge Av., Evanston, IL 60204 — (847) 424-7000



General School Administration

Administrative Procedure - Succession Plan

If the Superintendent, Building Principal, or other administrator is temporarily absent, the succession of authority and responsibility of the respective office shall be as stated below. If the first person on the succession list is unavailable, the second person shall be the responsible person and so on in order through the list. The designated individual shall communicate with the Board of Education President in cases of importance and/or emergency.

Superintendent

Associate Superintendent / Principal

Chief Financial Officer

Associate Principal – Teaching and Learning

Associate Principal – Student Services

DATED: March 15, 2010

**EVANSTON TOWNSHIP HIGH SCHOOL DISTRICT 202
DISTRICT ADMINISTRATIVE PROCEDURES MANUAL
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- 4:45-AP Administrative Procedure - Insufficient Fund Checks
- 4:55-AP Administrative Procedure – District Purchasing Cards
- 4:55-E Exhibit – Acknowledgement of District Purchasing Card Policy in Exchange for Issuance of MasterCard Procurement Card
- 4:60-AP Administrative Procedure - Purchases
- 4:80-AP Administrative Procedure – Checklist for Internal Controls
- 4:110-AP1 Administrative Procedure - School Bus Post-Accident Checklist
- 4:110-AP2 Administrative Procedure - Post-Trip Inspection and Bus Driving Comments
- 4:110-E Exhibit – School Owned or Leased Company Vehicle Without Personal Driving Privileges
- 4:160-AP Administrative Procedure - Hazardous and Infectious Materials
- 4:170-AP1 Administrative Procedure - Criminal Offender Notification Laws
- 4:170-AP2 Administrative Procedure - School Bus Safety Rules
- 4:170-AP3 Administrative Procedure - Emergency Preparedness Response to Homeland Security Codes
- 4:170-AP4 Administrative Procedure - Targeted School Violence Prevention Program
- 4:170-AP5 Administrative Procedure – Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students
- 4:170-E1 Exhibit – Accident/Injury Form
- 4:170-E1altExhibit – Accident/Injury Form*
- 4:170-E2 Exhibit - Automatic External Defibrillator Incident Report

Operational Services

Administrative Procedure - Insufficient Fund Checks

The following will occur whenever any individual writes a check to the District that is not honored upon presentation to the respective bank or other depository institution for any reason:

1. The Superintendent or designee will contact the individual by telephone as soon as the check is returned to the District. The individual will be asked to pay the returned check and the \$30.00 returned check fee.
2. If the amount due is not paid after initial contact, the Superintendent or designee will send a letter by certified mail, return receipt requested, demanding payment within 30 days of mailing the letter.
3. If the amount due is not paid within 30 days of mailing the demand letter, the Superintendent or designee may pursue further collection action.

NSF Check Procedures

Students

Checks that are returned by the school's bank, are identifiable to a current ETHS student, and were payable for student registration fees, books, parking, library materials and/or fines, athletic equipment and/or uniforms, payments for obligation notices, or summer school fees will be processed as follows:

- The check amount only will be reversed from the account into which it was deposited.
- The original check and bank notice are given to the Student Accounts Specialist.
- Student Accounts places an obligation for both the check amount and service charge against the student's record.
- A letter of notification is sent to the parent or guardian indicating the amount of the NSF check and the service charge fee. The letter will also inform them that if the obligation remains on the record it will jeopardize their child from receiving their diploma or registering, whichever comes first.
- Only cash, a money order, or a credit card payment can clear the NSF check.
- Once the NSF check is cleared, the original check is given back to the student, parent or guardian.
- The student's account is cleared of the check amount and the NSF fee.
- The money is credited back to the original deposit account and the NSF fee is credited to Miscellaneous Revenue, 10-R19990.

Checks that are returned by the school's bank and are not for school related expenses (see above) or are not identifiable to a current ETHS student will be processed as follows:

- **Both the check amount and the service fee** will be reversed from the account into which the check was deposited.
- The original check and bank notice are given to the Student Accounts Specialist to hold for future reference.
- Only cash, a money order, or a credit card payment can clear the NSF check.

Checks will not be accepted from seniors after May 1. Any check that is taken from a senior that is returned for insufficient funds will have both the check amount and the NSF fee deducted from the corresponding account.

Employees

Checks that are returned by the school's bank and are identifiable to a current ETHS employee will be processed as follows:

- **Both the check amount and the service fee** will be reversed from the account into which the check was deposited.
- The employee will be notified in writing. The letter indicates the original check amount, the date of the return, and the repayment amount, which includes the NSF service charge.
- The employee is given 4 weeks from the bank return date to clear the NSF check and fee. Only cash, a money order, or a credit card payment can clear the NSF check and fee.
- If the employee does not clear the NSF within the given time, notification is sent to the employee and to the Human Resources director that the amount due will be deducted from the employee's paycheck.
- Once the NSF check is cleared, the original check is given back to the employee and the appropriate accounts are credited.
- Only cash, a money order, credit card payment, or payroll deduction can clear the NSF check.

DATED: March 15, 2010

Operational Services

Administrative Procedure – District Purchasing Cards

The purchasing card program is designed to assist the district in reducing its reliance on requisitions, purchase orders, petty cash funds, employee advances and paper checks, and reduce the need to use personal funds for business purposes. The program should help decrease your turn-around time in the fulfillment of orders, provide greater flexibility and reduce paperwork. The Accounts Payable Department is responsible for the implementation, maintenance, program compliance, auditing, processing payment, issuance of the P-Card, and bank relations to solve customer service issues. Only employees of the district are allowed to participate in the program. Each cardholder has the responsibility to review, reconcile and submit their monthly account statement with the appropriate receipts and signatures for processing and payment by the due date.

All policies outlined in this manual must be adhered to and any failure to comply can result in the suspension from the P-Card program and also include disciplinary actions that may include termination of employment. The P-Card issued to the cardholder is the property of Evanston Township High School District #202 and can be canceled at any time. Periodic audits will be performed to ensure the cardholder is in compliance with the policies and procedures.

Code of Conduct

The code of conduct for Evanston Township High School District #202 Purchasing Card Program is designed to provide the participant a set of guidelines and philosophy to follow regarding the use of the card.

Purchases - P-Card purchases should be made so that the organization gains the maximum value and quality for each purchase.

P-Card Agreement - The issuance of a P-card is strictly prohibited prior to receipt of a signed agreement from the employee. An employee must sign the P-card agreement prior to receiving a P-card.

Personal Use of P-Card - Only authorized business purchases may be completed with the P-Card and any personal purchases are strictly prohibited.

P-Card Security - The P-card is the property of Evanston Township High School District #202 and as such should be retained in a secure location. An employee may use the P-card when traveling on business on behalf of Evanston Township High School District #202.

Authorization - Only the employee to whom the card is issued is authorized to use it. Delegating the use of the P-card to another employee is strictly prohibited.

Supplier Bids - Where required in accordance with organization policy, all suppliers should be offered an equal opportunity to participate in the organization's purchase programs within federal and state statutory regulation.

Supplier Disagreements - If a disagreement occurs with a supplier, the employee should make every effort to reach a reasonable and equitable settlement to the dispute. If it is not possible to settle the disagreement under reasonable circumstances, then submit the dispute to arbitration with an independent, impartial third party.

Negotiations - Each employee is required to conduct himself or herself in a good faith manner when negotiating with suppliers. Any intentional misrepresentation is strictly prohibited.

Organization Policies - Adhere to organization policy as it relates to the P-Card Program.

Documentation - All purchases using the P-Card program must be properly documented for business purposes. Any altered or forged documentation is strictly prohibited.

Purchase Restrictions - The purchase of products, services or commodities on the restricted list in the Purchasing Card Policy is strictly prohibited. Check with your department manager or the Purchasing Department if you have any questions about whether a charge is valid under the P-card program.

Purchase Limits - All dollar value purchase limits will be adhered to under the program and any splitting of transactions to avoid authorized limits is strictly prohibited.

Business Practices - In all supplier relationships and purchasing, promote and cooperate with trade and professional associations and with state, federal, local and private agencies on encouraging fair, ethical and legal business practices.

Purchasing Guidelines & Limits

A qualifying purchase under the P-Card program must be for business purposes of the school district. Some examples of allowable purchases include those for general supplies; travel (as permitted by the district); entertainment (as permitted by the district); capital purchases for items less than \$1,000 (as permitted by district capital expenditure policy); dues for associations; subscriptions for business purposes only; computer hardware and software; and meeting/convention expenses.

Some examples of purchases that are prohibited include cash advances, wire transfers or money orders; independent contractors or other personal services; personal purchases; telephone expenses; maintenance contracts; alcohol purchases and donations.

Each cardholder has a designated credit limit for monthly purchases, daily purchase credit limit and single purchase credit limit. The credit limit on each card was preset based on certain usage assumptions. Each time a cardholder makes a purchase the limits may be checked and the authorization request will be declined should the amount exceed those limits.

Keep the P-Card in a secure location. Guard the account number carefully. **Do not** post it at your desk or write it in any place that is easily accessible to others. Similar to a personal credit card, if the P-Card is lost or stolen you must immediately notify BMO/Harris bank by phone at (800) 361-3361 and the Program Administrator, Kimberly M. Henry at (847) 4247311. The card will be immediately suspended and a replacement card will be issued.

The P-Card has the ability to control use by the maximum dollar amount of each transaction, the total spending limit per cycle, and Merchant Category Code (MCC). The Merchant Category Code (MCC) allows for restriction of card use by type of business. Each business is classified by the services or products that it supplies and is given a specific MCC. Therefore the P-Card can be restricted for use at specific types of businesses by excluding specific MCCs for authorized use.

The cardholder is responsible for maintaining accurate receipts for materials, supplies and services purchased with the P-Card and resolving any receiving discrepancies or damaged goods issues. The documentation retained should include sales receipts, packing lists (if applicable) and credit card transaction receipts. It is the cardholder's responsibility to inform the vendor that the District is **tax exempt**, and therefore should not be charged sales tax.

DATED: March 15, 2010

Operational Services

Exhibit – Acknowledgment of Board of Education District 202 Purchasing Card Policy in Exchange for Issuance of MasterCard Procurement Card

Board of Education ("District 202") is pleased to present you with this purchasing card. As a member of the faculty/staff you have been entrusted with a procurement credit card ("p-Card") for use in the purchase of goods and services solely and exclusively for the authorized business purposes of the Board.

I, _____, hereby acknowledge receipt of a District 202 MasterCard Purchasing Card, number _____. As a Corporate Cardholder, I agree to comply with the terms and conditions of this Agreement, including "District 202 Purchasing Card - Policies and Procedures" attached to this agreement.

I acknowledge receipt of said Agreement and Procedures and confirm that I have read and understand the terms and conditions. I understand that the Board of Education is liable to MasterCard for all District 202 charges.

I agree to use this card for District 202 approved purchases only and agree not to charge personal purchases. I understand that District 202 will audit the use of this card and report any discrepancies.

I further understand that improper use of this card will result in disciplinary action, up to and including termination of employment. I indemnify District 202 for any improper use or unauthorized expenditure and for any and all costs and expenses (including attorneys' fees and expenses) incurred by District 202 in recovering improper or unauthorized expenditures by the faculty/staff member. Should I fail to use this card properly, I authorize District 202 to deduct from my salary that amount equal to the total of the discrepancy. I also agree to allow District 202 to collect such amounts even if District 202 no longer employs me.

I agree to notify immediately the Program Administrator at 847-424-7311 and the bank by phone at 800-361-3361 (available 24 hours daily) in the event of a possible loss, theft, or unauthorized use of the Card.

I understand that District 202 may terminate my right to use this card at any time for any reason. I agree to return the card to District 202 immediately upon request or upon termination of employment.

Faculty/staff member: _____

Title: _____

Department: _____ Date: _____

Signature: _____ Employee # _____

DATED: March 15, 2010

Operational Services

Administrative Procedure - Purchases

All purchases of goods, services, and equipment, except purchases made from the petty cash fund or as otherwise specifically authorized by the Superintendent, shall be made through the use of purchase orders. The School Board Attorney should be consulted, as needed, regarding the legal requirements presented by this administrative procedure as well as before a contract is presented to the Board. These procedures must be followed for all District purchases:

- A. The following govern awarding contracts for the purchase of supplies, materials or work, and/or contracts with private carriers for transporting students:
 1. Illinois Use Tax compliance:
 - a. Persons bidding for and awarded a contract, and all affiliates of the person, must collect and remit Illinois Use Tax on all sales of tangible personal property into the State of Illinois in accordance with the provision of the Illinois Use Tax Act.
 - b. All bids and contracts must include: (1) a certification that the bidder or contractor is not barred from bidding for or entering into a contract, and (2) an acknowledgment that the Board may declare the contract void if the certification is false.
 2. All entities seeking to enter into a contract with the District must provide written certification to the District that it will provide a drug free workplace by complying with the Illinois Drug Free Workplace Act, 30 ILCS 580. All contractors must comply with the notification mandates and other requirements in the Illinois Drug Free Workplace Act, 30 ILCS 580.
 3. Before soliciting bids or awarding a contract for supplies, materials, equipment, or services, a certified education purchasing contract that is already available through a State education purchasing entity (as defined in the Education Purchasing Program, Article 28A of The School Code), may be considered as a bid.
 4. All contracts must include provisions required by State or federal law, as applicable.
 5. All contracts in excess of \$25,000 and all contracts with an exclusive bargaining representative must be listed on the District's website.
- B. The following govern purchasing, and/or awarding contracts for the purchase of, supplies, materials or work, and/or contracts with private carriers for transporting pupils involving: (a) an expenditure of \$25,000 or less, or (b) in an emergency, expenditures in excess of \$25,000, provided such expenditure is approved by three-quarters of the Board.
 1. Telephone quotations, verbal quotations, or catalog prices are used to purchase materials that are needed urgently, or small quantity orders.
 2. Written quotations are used to purchase materials or services when time requirements allow. Whenever possible, quotations should be received from at least 2 competitors. The Superintendent or designee may negotiate with vendors at any time, including after receiving quotations.
- C. The following govern purchasing and/or awarding contracts involving an expenditure in excess of \$25,000 for purchase of supplies, materials, or work, and/or contracts with private carriers for transporting pupils.

1. Contracts are awarded to the lowest responsible bidder, considering conformity with specifications, terms of delivery, quality and serviceability, except contracts or purchases for:
 - a. Services of individuals possessing a high degree of professional skill where the ability or fitness of the individual plays an important part;
 - b. Printing of finance committee reports and departmental reports;
 - c. Printing or engraving of bonds, tax warrants, and other evidences of indebtedness;
 - d. Purchase of perishable foods and perishable beverages;
 - e. Materials and work that have been awarded to the lowest responsible bidder after due advertisement, but due to unforeseen revisions, not the fault of the contractor for materials and work, must be revised causing expenditures not in excess of 10% of the contract price;
 - f. Maintenance or servicing of, or provision of repair parts for, equipment that are made with the manufacturer or authorized service agent of that equipment where the provision of parts, maintenance, or servicing can best be performed by the manufacturer or authorized service agent;
 - g. Use, purchase, delivery, movement, or installation of data processing equipment, software, or services and telecommunications and interconnect equipment, software, and services;
 - h. Duplicating machines and supplies;
 - i. Natural gas when the cost is less than that offered by a public utility;
 - j. Equipment previously owned by some entity other than the District itself;
 - k. Repair, maintenance, remodeling, renovation, or construction, or a single project involving an expenditure not to exceed \$25,000 and not involving a change or increase in the size, type, or extent of an existing facility;
 - l. Goods or services procured from another governmental agency;
 - m. Goods or services that are economically procurable from only one source, such as for the purchase of magazines, books, periodicals, pamphlets and reports, and for utility services such as water, light, heat, telephone, or telegraph;
 - n. Emergency expenditures when such an emergency expenditure is approved by three-quarters of the members of the Board; and
 - o. Goods procured through an education master contract, as defined in the Education Purchasing Program, Article 28A of The School Code.
2. Competitive bidding process:
 - a. An invitation for bids is advertised, where possible, by public notice at least 10 days before the bid date in a newspaper published in the District, or if no newspaper is published in the District, in a newspaper of general circulation in the area of the District.
 - b. The following information should be included in the advertisement for bids:
 - 1) A description of the materials, supplies or work involved;
 - 2) Completion or delivery date requirements;
 - 3) Requirements for bid bonds or deposits;
 - 4) Requirements for performance, labor, and material payment bonds;
 - 5) Date, time, and place of the bid opening;
 - 6) The approximate time period between the opening of bids and the award of the contract; and
 - 7) Any other useful information.

- c. If specifications are available, the advertisement for bids describes where they may be obtained and/or inspected.
 - d. All bids must be sealed by the bidder. A Board member or District employee opens the bids at a public bid opening at which the contents are announced.
 - e. Each bidder is given at least 3 days' notice of the time and place of the bid opening.
3. Following the opening of bids, the Superintendent and Board Attorney determine the lowest responsible bidder and verify the bidders' qualifications. Contracts are awarded at a properly called open meeting of the Board. If the Superintendent recommends a bidder other than the lowest bidder, the Superintendent must provide the Board with the factual basis for the recommendation in writing. The Board, if it accepts a bid from a bidder other than the lowest, records the factual basis for its decision in its minutes. A contract arises only when the Board votes to accept a bid, although written notice of the award will later be given to the successful bidder.
 4. Notwithstanding the foregoing, the District is relieved from bidding when making joint purchases with other public entities in compliance with the Governmental Joint Purchasing Act (30 ILCS 525/0.01).

LEGAL REF.: 105 ILCS 5/10-20.21.

DATED: March 15, 2010

Operational Services

Administrative Procedure - Checklist for Internal Controls

The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented. This includes:
 - No check is issued without pre-approved documentation for the expenditure, e.g., a signed voucher, a completed and approved travel request, an approved purchase requisition, an order, or an invoice.
 - No bank account is opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number without pre-approved documentation.
 - No credit or procurement card is assigned to an individual without pre-approved documentation. All use of a credit or procurement card must be in compliance with Board policy 4:55, *Use of Credit and Procurement Cards* and administrative procedure 4:55-AP, *District Purchasing Cards*.
 - Every receipt to and expenditure from a revolving fund and a petty cash fund are supported with clear documentation and otherwise comply with Board policies 4:50, *Payment Procedures* and 4:80, *Accounting and Audits*.
 - A record is made of all checks issued and all payments made by credit or procurement cards that includes descriptive information sufficient to allow assignment of the appropriate code.
2. Financial records and data must be accurate and complete. This includes:
 - Data entries are timely made.
 - Cash handling is properly recorded.
 - Checks are sequentially numbered and missing checks are accounted for.
 - Financial reporting deadlines are followed.
3. Accounts payable must be accurate and punctual. This includes:
 - Payments are made on a timely basis.
 - A thorough explanation is provided for any over/underpayments.
 - Payroll and benefits are reviewed and continually updated.
4. District property must be protected from loss or misuse. This includes:
 - Valuable technology assets are safeguarded from theft or loss.
 - A backup and recovery system is developed for electronic systems.
 - Only authorized individuals have access to various systems.
 - Passwords are kept secure and frequently changed.
 - Keys are kept secure and accounted for.
 - District property is not *borrowed* or otherwise used for private purposes.
 - District personal property having a monetary value (excluding, for example, trash, out-dated equipment, consumed consumables, and spoilage) is discarded only with the Board's prior approval.
5. Incompatible duties should be segregated, if possible. This includes:
 - Transaction approval is separated from disbursement approval duties so that no single individual controls all phases of the claim payment process.
 - Other controls are used if segregation of duties is impossible.
6. Accounting records are periodically reconciled. This includes:

- All accounts are balanced monthly.
 - All statements from checking accounts and credit cards are reconciled monthly.
 - Expenses are verified against receipts.
 - Out-of-balance conditions are investigated.
7. Equipment and supplies must be safeguarded. This includes:
- Inventories are periodically taken and inspections are frequently made.
 - A reliable record is kept identifying what technology assets have been provided to specific employees.
 - Access to supplies is limited and controlled.
8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
- Responsibilities match job descriptions.
 - If required by State law, staff members are appropriately bonded.
 - Staff members are held accountable for complying with Board policies and administrative processes or procedures that have been established to safeguard the District's financial condition.
 - Staff members are appropriately trained and evaluated.
 - Staff members are encouraged to notify their supervisors or the Superintendent of risks, losses, and/or concerns.
9. Any unnecessary weaknesses or financial risks must be promptly corrected. This includes:
- Internal control concerns raised by the District's independent auditor in connection with the annual financial audit are properly addressed.
 - Internal or external auditors are annually engaged to assess risk and/or test existing internal controls for those areas not included within the scope of the annual financial audit; concerns are promptly addressed.

DATED: March 15, 2010

Operational Services

Administrative Procedure - School Bus Post-Accident Checklist

Driver Post-Accident Procedures

These procedures apply when an ETHS staff member is the driver or when an ETHS member is with a contracted bus driver.

1. Immediately notify the pre-designated emergency and police services, and administer first aid. As soon as possible, notify the Safety department.
2. When notifying the Safety department, give the following information:
 - Seriousness of the accident
 - Location and time of incident
 - Bus number and route number
 - School
 - Number of students on board
 - Extent of any injuries
 - Weather/road conditions
 - Any other pertinent information
3. Never leave your vehicle, either to check traffic or set out reflectors, when children are on board. Evacuate the bus according to the safety procedures. Stay with the children until help arrives. Do not release any student, even to parents, unless instructed to do so by the District or transportation office.
4. Set out reflectors, flares, flags, etc. only when the safety of all children is secure.
5. Stay vigilant for the continued safety of everyone at the scene and:
 - Never attempt to direct traffic
 - Never move the vehicle before the police arrives, unless absolutely necessary to avoid a traffic hazard.
 - Never discuss liability or fault, or sign anything until someone from the District or transportation office arrives.
 - Never move an injured person unless the person's life is in jeopardy.
6. If your vehicle strikes an animal (pet), continue until it is safe to stop, keeping in mind that the sign of an injured pet could upset the children on the bus. Park the vehicle and notify the police. Also notify the Safety department.
7. The Safety department may suggest that personnel follow-up with students to minimize trauma or emotional after-effects.

Information Gathering

While at the accident scene the driver and/or ETHS staff shall:

1. Obtain the name and age of every passenger on the bus.
2. Obtain the name and address of all witnesses.
3. Regarding other vehicles involved in the accident, obtain the:
 - Other drivers' names

- Other drivers' license numbers
- Other drivers' addresses and phone numbers
- Make, model, year, and license plate numbers of other involved vehicles
- Other drivers' insurance carrier information
- Name, address, and phone numbers of passengers in other involved vehicles

Safety Department

1. Confirm that police and emergency services as appropriate were notified. An ambulance need not be called to the accident scene unless there are obvious injuries or complaints.
2. Send a Safety supervisor to the accident scene to assist the bus driver if necessary.
3. Arrange for the parents of children on the bus to be contacted.
4. Arrange alternate transportation for the children.
5. Contact the District's insurance carrier as soon as possible and follow its instructions.
6. Help the bus driver complete accident report forms, including insurance forms.
7. Obtain any accident reports completed by third parties, including police reports.

DATED: March 15, 2010

Operational Services

Administrative Procedure - Post-Trip Inspection and Bus Driving Comments

Bus/Vehicle Post-Trip Inspection

All school bus drivers, whether employed by the School District or private sector school bus company, shall perform a visual sweep for sleeping children at the end of a route, work shift or workday by: (1) activating interior lights of the school bus to assist the driver in searching in and under each seat, and (2) walking to the rear of the school bus/vehicle checking in and under each seat.

If a mechanical post-trip inspection reminder system is installed, the driver shall comply with the requirements of that system.

Bus Driving Comments

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

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

Driving comments shall be accepted in the following manner:

1. Calls to comment on school bus driving shall be directed to the Superintendent or designee.
2. The Superintendent or designee shall conduct an internal investigation of the events that led to each complaint.
3. The Superintendent or designee shall inform the commenting party of the results of any investigation and the action, if any, taken to remedy the situation.

DATED: March 15, 2010

Operational Services

Exhibit – School Owned or Leased Company Vehicle without Personal Driving Privileges

Please refer to the following material:

DATED: March 15, 2010

Operational Services

Administrative Procedure - Hazardous and Infectious Materials

A hazardous and/or infectious material is any substance, or mixture of substances, that constitutes a fire, explosive, reactive, or health hazard. The following are examples of such materials:

- Any item contained in the definition of “toxic substance” in the Toxic Substances Disclosure to Employees Act as well as those listed in Illinois Department of Labor regulations
- An item or surface that has the presence of, or may reasonably be anticipated to have the presence of, blood or other bodily fluids
- Non-building related asbestos materials
- Lead and lead compounds (included in school supplies, i.e., art supplies, ceramic glazes)
- Compressed gases (natural gas); and explosive (hydrogen), poisonous (chlorine), or toxic gases (including exhaust gases such as carbon monoxide)
- Solvents (gasoline, turpentine, mineral spirits, alcohol, carbon tetrachloride)
- Liquids, compounds, solids or other hazardous chemicals that might be toxic, poisonous, or cause serious bodily injury
- Materials required to be labeled by the Department of Agriculture or the EPA (pesticides, algacide, rodenticide, bactericides)
- Regulated underground storage tank hazardous materials (including diesel fuel, regular and unleaded gasoline, oil (both new and used), and propylene glycol)

The Buildings and Grounds Supervisor shall supervise compliance with State and federal law, including the Toxic Substances Disclosure to Employees Act (820 ILCS 255/1 et seq.), and shall:

1. Maintain a perpetual inventory of hazardous materials.
2. Make available inventory lists to the appropriate police, fire, and emergency service agencies.
3. Compile Material Safety Data Sheets (MSDS) for each toxic substance used, produced, or stored to which an employee may be exposed, and distribute them as appropriate. Update the data sheets when necessary.
4. Submit to the Director of the Illinois Department of Labor, as required, an alphabetized list of substances, compounds, or mixtures for which the District has acquired a MSDS.
5. Make available MSDS to all persons requesting the information.
6. Store hazardous or toxic materials in compliance with local, State, and federal law. Storage containers must be labeled with the chemical name and appropriate warning hazards and stored in a location that limits the risk presented by the materials. Containers must be stored in a limited-access area.
7. Transport hazardous materials in a manner that poses the least possible risk to persons and the environment and that is in compliance with local, State, and federal law.
8. Classify hazardous materials as current inventory, waste, excess, or surplus. Dispose of hazardous materials in accordance with local, State, and federal law.
9. Post information regarding employee rights under the Act on employee bulletin boards throughout the District.
10. Provide an education and in-service training program with respect to all toxic substances to which employees are routinely exposed in the course of employment.

Pesticide Application

The Buildings and Grounds Supervisor shall provide an annual schedule of pesticide application to the supervisor of the building. The supervisor of the building shall notify students and their parents/guardians and employees at least 2 business days before a pesticide application in or on school buildings or grounds. The notification must: (1) be written and may be included in newsletters, bulletins, calendars, or other correspondence currently being published, (2) identify the intended date of the application, and (3) state the name and telephone contact number for the school personnel responsible for the pesticide program. An exception to this notification is permitted if there is an imminent threat to health or property, in which case the Structural Pest Control Act (225 ILCS 235/10.3) or the Lawn Care Products Application and Notice Act (415 ILCS 65/3), whichever is applicable, shall control.

The Buildings and Grounds Supervisor is responsible for compliance with the requirements in the Structural Pest Control Act (225 ILCS 235/1 et seq.) regarding an integrated pest management program.

- Applicable if the Superintendent determines that an integrated pest management program is economically feasible:*

The Buildings and Grounds Supervisor or designee shall: (1) develop and implement a program incorporating the Department of Public Health guidelines; (2) notify the Department, on forms provided by the Department, that a program is being implemented; (3) repeat the notification every 5 years after the initial notification; and (4) keep copies of all notifications and all written integrated pest management program plans.

- Applicable if the Superintendent determines that adopting an integrated pest management program is not economically feasible because such adoption would result in an increase in pest control costs:*

The Buildings and Grounds Supervisor or designee shall: (1) notify the Department, on forms provided by the Department, that the development and implementation of an integrated pest management program is not economically feasible; (2) include in the notification the projected pest control costs for the term of the pest control program and projected costs for implementing a program for that same time period; (3) repeat this notification every 5 years after the initial notification until a program is developed and implemented; and (4) attend a training course, approved by the Department, on integrated pest management and repeat attendance every 5 years thereafter until a program is developed and implemented in the District's school.

The Buildings and Grounds Supervisor or designee shall maintain copies of all notifications that are required by the Structural Pest Control Act and provide the Principal or designee sufficient information to allow him/her/them to inform all parents/guardians and school employees at least once each school year that the District has met its notification requirements.

Training and Necessary Equipment

The Principal and noncertificated staff supervisor shall ensure that all staff members under his or her supervision receive training on the safe handling and use of hazardous materials. Emergency response and evacuation plans must be a part of the training.

Before an employee is given an assignment where contact with blood or bodily fluids or other hazardous material is likely, the employee must be provided the necessary training, including training in the universal precautions and other infection control measures to prevent the transmission of

communicable diseases and/or to reduce potential health hazards. The appropriate supervisor shall maintain an attendance record of an employee's participation in the training.

Substitute Non-Hazardous Materials

District staff shall substitute non-hazardous material for hazardous substances whenever possible and minimize the quantity of hazardous substances stored in school facilities. No art or craft material containing a toxic substance shall be ordered or purchased for use through grade 6; material containing toxic substances may be used in grades 7 through 12 only if properly labeled according to State law.

Infectious Materials

The Buildings and Grounds Supervisor shall prepare and distribute to all employees an Occupational Exposure Control Plan to eliminate or minimize occupational exposure to potentially infectious materials. The Plan shall comply with the Bloodborne Pathogens Standards adopted by State and federal regulatory agencies and an updated copy given to the Superintendent annually. The Plan shall address the following issues:

1. Exposure determination. Positions that do not subject the employee to occupational exposure are exempt from the Plan and the Standards generally.
2. Implementation schedule specifying how and when risks are to be reduced. The Standards are very specific on risks reduction, e.g., Universal Precautions must be followed; engineering and work practice controls are specified (hand washing, restricted food areas); personal protection equipment must be provided; housekeeping requirements are specified (regulated waste disposal and laundry); vaccination requirements (all employees who have occupational exposure must be offered, at employer expense, the hepatitis B vaccine and vaccination series); communication of hazards to employees through labeling and training; and recordkeeping.
3. Process for ensuring that all medical evaluations and procedures, including the hepatitis B vaccine and vaccination series and post-exposure evaluation and follow-up, are available as required by law.
4. Procedures for evaluating an exposure incident.

Emergency Response Plan

The Principal shall ensure that proper procedures for the cleanup of potentially hazardous material spills are followed including the following:

1. A building custodian is responsible for the actual cleanup,
2. Personal protective equipment, chemical neutralization kits, and absorbent material are available in each building at all times, and
3. Spill residue is placed in containers designated for such purpose and disposed of in compliance with local, State, and federal law.

Evacuation

The Principal shall ensure that evacuation rules are posted in each room and that they are discussed with each class using the room during the first days of the school year. The rules indicate the primary and alternate exits and the evacuation area to which students should proceed upon leaving the building.

The Principal shall conduct evacuation drills according to School Board policy 4:170, *Safety*, and administrative procedure 4:170-AP1, *Comprehensive Safety and Crisis Program*.

LEGAL REF: 29 C.F.R. Part 1910.1030, as adopted by the Illinois Department of Labor, 56 Ill.Admin.Code §350.280.
105 ILCS 135/1 et seq.
225 ILCS 235/1 et seq., Structural Pest Control Act.
415 ILCS 65/3, Lawn Care Products Application and Notice Act.
820 ILCS 255/1 et seq.
23 Ill.Admin.Code §1.330.

DATED: March 15, 2010

Operational Services

Administrative Procedure - Criminal Offender Notification Laws

The following list describes laws protecting students on school grounds from individuals convicted of serious crimes:

1. A child sex offender is prohibited from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present unless specifically permitted by statute (720 ILCS 5/11-9.3). See School Board policies 4:170, *Safety*; 8:30, *Visitors to and Conduct on School Property*; and administrative procedure 8:30-AP, *Definition of Child Sex Offender*.
2. Law enforcement must notify schools of offenders who reside or are employed in the county. See: (a) Sex Offender Community Notification Law, 730 ILCS 152/101 *et seq.*, as amended by P.A. 94-945, and (b) Child Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-105, as added by P.A. 94-945. These laws are hereafter referred to as “offender notification laws.” See also School Board policy 4:170, *Safety*.
3. The School Code (105 ILCS 5/10-21.9) lists criminal offenses that disqualify an individual from District employment if the individual was convicted of one. It requires any person hired by the District to submit to a fingerprint-based criminal history records check. The law also requires a school district to check 2 offender databases for each applicant, (a) the Statewide Sex Offender Database (a/k/a Sex Offender Registry), www.isp.state.il.us/sor, and (b) the Statewide Child Murderer and Violent Offender Against Youth Database, when available. See School Board policy 5:30, *Hiring Process and Criteria*; and administrative procedure 5:30-AP2, *Investigations*.
4. The provisions in The School Code described above also apply to employees of persons or firms holding contracts with a school district who have direct, daily contact with students. See School Board policy 4:170, *Safety*.
5. Conviction of an offense listed in 105 ILCS 5/10-21.9 results in the automatic revocation of a teacher’s teaching certificate (105 ILCS 5/21-23a).
6. The offender notification laws require law enforcement to ascertain whether a juvenile sex offender or violent offender against youth is enrolled in a school and, if so, to provide a copy of the registration form to the Building Principal and any guidance counselor designated by him or her. This registration form must be kept separately from any and all school records maintained on behalf of the juvenile sex offender. See School Board policy 4:170, *Safety*.

Receipt of the Information from Law Enforcement

The Superintendent or designee shall notify the local law enforcement official or county sheriff that he or she is the District’s official contact person for purposes of the offender notification laws. The Superintendent and/or Principal may at any time request information from law enforcement officials regarding sex offenders or violent offenders against youth.

The Superintendent will provide the Principal and other supervisors with a copy of all lists received from law enforcement officials containing the names and addresses of sex offenders and violent offenders against youth.

The Principal or designee shall provide the lists to staff members in his or her building on a need-to-know basis, but in any event:

- A teacher will be told if one of his or her students, or a student’s parent/guardian, is on a list.
- The school counselor, nurse, social worker, or other school service personnel will be told if a student or the parent/guardian of a student for whom he or she provides services is on a list.

No person receiving a list shall provide it to any other person, except as provided in these procedures, State law, or as authorized by the Superintendent. Requests for information should be referred to the local law enforcement officials or State Police.

Screening Individuals Who Are Likely to Have Contact with Students at School or School Events

Upon receiving a list of sex offenders or violent offenders against youth from law enforcement, the Superintendent or Principal, or designees, shall determine if anyone is listed who is currently a District employee, student teacher, or school volunteer.

In addition, the Superintendent and/or Building Principal(s) shall screen individuals who are likely to come in contact with students at school or school events as follows:

Volunteers

Each staff member shall submit to the HR Office, the name and address of each volunteer the staff member is supervising or whose services are being used as soon as that person is identified. The Principal or designee shall immediately screen the volunteer's name and address through the use of the LobbyGuard System, against the: (1) National Sex Offender Public Registry, www.nsopr.gov, (2) Illinois Sex Offender Registry, www.isp.state.il.us/sor, (3) FBI, and (4) the violent offenders against youth database maintained by the State Police (when available). If a match is found, the Director of HR shall contact the local law enforcement officials to confirm or disprove the match.

If a match is confirmed, the Director of HR shall inform the individual, by telephone call, that he or she may not be used as a volunteer. The Director of HR also shall inform relevant staff members and the Principal that the individual may not be used as a volunteer.

Student Teachers and Other Students Doing Clinical Experience

The Associate Principal shall screen the name and address of each student teacher and each student seeking to do clinical experience in the school as described above for volunteers. If a match is found, the Associate Principal and Superintendent shall proceed as above for volunteers.

Contractors' Employees

The Superintendent shall include the following in all District contracts that may involve an employee of the contractor having any contact, direct or indirect, with a student:

The contractor shall not send to any school building or school property any employee or agent who would be prohibited from being employed by the District due to a conviction of a crime listed in 105 ILCS 5/10-21.9, or who is listed in the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database. The contractor shall obtain a fingerprint-based criminal history records check before sending any employee or agent to any school building or school property. Additionally, at least quarterly, the contractor shall check if an employee or agent is listed on the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database.

If a staff member at any time becomes aware or suspicious that a contractor's employee is a sex offender or violent offender against youth, the employee shall immediately notify the Superintendent. The Superintendent shall screen the name of the individual as described above for volunteers and/or contact the contractor.

Individuals in the Proximity of a District's School

Each time a list of sex offenders and/or violent offenders against youth is received from a law enforcement official, the Director of Safety shall review it to determine if anyone listed lives in the proximity of his or her school.

Employees

All applicants considered for District employment shall submit to a fingerprint-based criminal history records check, according to State law and School Board policy 5:30, *Hiring Process and Criteria*, and administrative procedure 5:30-AP2, *Investigations*.

Each time a list of sex offenders or violent offenders against youth is received from a law enforcement official, the Director of HR shall review the list to determine if an employee is on the list. If a match is found, the Director of HR shall immediately contact the local police officials to confirm or disprove the match. The Director of HR shall immediately notify the Board if a match is confirmed. The Board will take the appropriate action to comply with State law that may include terminating the individual's employment.

Informing Staff Members and Parents/Guardians About the Law

The Principal or his/her designee shall inform parents/guardians about the availability of information concerning sex offenders during school registration and, if feasible, during parent-teacher conferences. See the Sex Offender Community Notification Law, 730 ILCS 152/101 et seq., as amended by P.A. 94-994, eff. 1/1/07. Information should be distributed about the Statewide Sex Offender Database (a/k/a Sex Offender Registry), www.isp.state.il.us/sor, and the Statewide Child Murderer and Violent Offender Against Youth Database, when available. Information may also be included in the Student Handbook.

Requests for additional information shall be referred to local law enforcement officials.

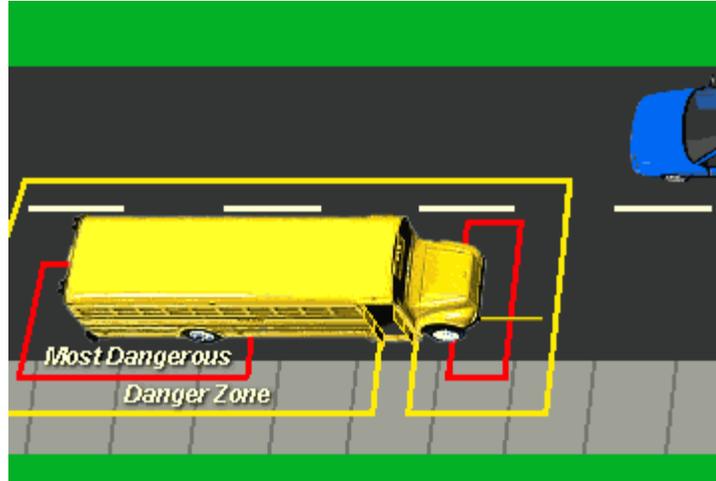
CROSS REF.: 5:30 (Hiring Process and Criteria), 6:250 (Community Resource Persons and Volunteers), 8:30 (Visitors to and Conduct on School Property)

ADMIN. PROC.: 6:250-AP (Securing and Screening Resource Persons and Volunteers), 6:250-E (Volunteer Information Form and Waiver of Liability), 8:30-AP (Definition of Child Sex Offender), 8:30-E1 (Letter to Parent Regarding Visits to School by Child Sex Offenders), 8:30-E2 (Child Sex Offender's Request for Permission to Visit School Property)

DATED: March 15, 2010

Operational Services

Administrative Procedure - School Bus Safety Rules



The Building Principal shall distribute the following rules to all students. Those students not qualifying for school bus transportation to and from school should receive a copy because they may from time-to-time be transported to school activities by school bus.

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
6. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
7. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
8. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
9. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
10. Never run back to the bus, even if you dropped or forgot something.

DATED: March 15, 2010

Operational Services

Administrative Procedure - Emergency Preparedness Response to Homeland Security Codes

The following threat response actions correlate to each threat code condition. These protective measures may have been or may be put in place by the District in cooperation with the local, State, and federal authorities. Response actions are flexible to accommodate the differing circumstances of various critical events.

Homeland Security Risk Level	Potential Response Measures
<p>Code Green (Low risk of terrorist attack.)</p>	<p>Response measures:</p> <ul style="list-style-type: none"> • Update the school site-based safety plans, specifically the emergency and disaster response procedures. • Coordinate emergency plans with county, State, and federal agencies. • Instruct employees and students to report suspicious activities or persons to the administrative office. • Conduct emergency and disaster response training for employees at all levels. • Implement visitor control procedures. • Inventory emergency supplies and equipment. • Maintain current emergency communication lists. • Review parent/guardian notification procedures. • Disseminate emergency communications methods and resources (i.e., where to get information) to employees, parents, and community.
<p>Code Blue (Guarded condition when there is a general risk of terrorist attack.)</p>	<p>Same response measures as Code Green.</p>
<p>Code Yellow (Elevated condition when there is a significant risk of terrorist attack.)</p>	<p>In addition to the measures listed above, the following responses may be instituted:</p> <ul style="list-style-type: none"> • Assess increased risk with public safety officials. • Review schools’ site-based safety plans with all staff. • Reassess facility security measures, e.g., lock exterior doors. • Limit visitor access to school. • Update employee and student emergency contact numbers. • Test alternative communication capabilities. • Test parent/guardian notification procedures.
<p>Code Orange (High condition when there is a high risk of terrorist attack.)</p>	<p>In addition to the measures listed above, the following responses may be instituted:</p> <ul style="list-style-type: none"> • Take additional precautions at public events, e.g., hiring

Homeland Security Risk Level	Potential Response Measures
	<p>additional security staff, restricting public access, or canceling the event.</p> <ul style="list-style-type: none"> • Review field and class trip decisions. • Designate an alternative communications center located off school property. • Increase communication with parents/guardians and community via website and email distribution. • Inform parents/guardians of procedures to reunite children with parents/guardians should schools close mid-day.
<p>Code Red (Severe condition when there is a severe risk of terrorist attack.)</p>	<p>In addition to the measures listed above, the following measures may be instituted:</p> <ul style="list-style-type: none"> • Assess threat circumstances to determine status of school openings and closings. • Address critical emergency needs under the direction of public safety officials. • Review and communicate parent-child reunification process. • Increase building security throughout the school system. • Continue staff, parent, and community communication. • If school is open: <ul style="list-style-type: none"> Cancel outside activities and field trips. Curtail regular and/or extracurricular bus service. Prohibit visitor access. Request police department to increase patrols around school. Prohibit parking near buildings. In case of a building lockdown, ensure each school building has a reasonable supply of food, drinking water, medical supplies, back-up communication equipment, generator, batteries, etc.

DATED: March 15, 2010

Operational Services

Administrative Procedure - Targeted School Violence Prevention Program

Threat assessment procedures work best when incorporated into an overall Targeted School Violence Prevention Program strategically developed and collectively implemented by local school officials, District staff, student body members, and the community. This administrative procedure contains four sections as follows:

1. Glossary of Terms
2. Targeted School Violence Plan
3. Preparedness for a Targeted School Violence Crisis, Response, and Recovery
4. Threat Assessment (Three Phases)
 - Phase One: Identification
 - Phase Two: Inquiry
 - Phase Three: Investigation

Glossary of Terms

Threat - An expression of intent to harm someone that may be spoken, written, or expressed in some other way, such as through gestures.

Targeted School Violence - Includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity.

Targeted School Violence Prevention Program - The overall process used to create a District and school environment that is conducive to learning by identifying, managing, and preventing threats and acts of Targeted School Violence.

Targeted School Violence Prevention Plan (TSVP Plan) - The strategic procedures used to integrate a Targeted School Violence Prevention Program into a District's existing policies and procedures.

Targeted School Violence Prevention Team (TSVP Team) - A District level team that the Superintendent creates to develop a Targeted School Violence Prevention Plan and oversee the District's Targeted School Violence Prevention Program.

Threat Assessment - A rational approach to prevent school violence through evaluating students that demonstrate potentially dangerous behavior. Developed by the U.S. Secret Service and adapted for use in school settings, it aims to first assess the seriousness of the threat and then the appropriate response to resolve it and ultimately prevent an act of Targeted School Violence.

Threat Assessment Team - A building-level team that performs a threat assessment when activated by the Principal.

It may include the Principal, Associate Principal, School Resource Officer, School Psychologist, and School Counselor or Social Worker.

Targeted School Violence Prevention Plan

Following are the strategic procedures to integrate a Targeted School Violence Prevention Program into the District's existing policies and procedures.

Actor	Action
Superintendent	<p>Select a Targeted School Violence Prevention Team (TSVP Team) from throughout the community to include:</p> <ul style="list-style-type: none"> Principals (Principals are mandatory for successful implementation of a TSVP Plan). District Safety Team Program Coordinator Law enforcement representatives Board attorney District psychologist(s) Mental health workers and/or social service agencies Faith leaders Community members Students <p>Chair and convene TSVP Team meetings for purpose of completing District-level TSVP Plan.</p> <p>Inform School Board of the TSVP Team’s progress and needs by adding information item to Board’s agendas as needed.</p>
Targeted School Violence Prevention Team	<p>Develop processes to identify, assess, and manage threatening communications and situations.</p> <p>Identify policies and procedures which possibly affect a TSVP Plan, including but not limited to:</p> <ul style="list-style-type: none"> 1:20, <i>District Organization, Operations, and Cooperative Agreements</i> 2:150, <i>Committees</i> 2:240, <i>Board Policy Development</i> 3:40, <i>Superintendent</i> 3:60, <i>Administrative Responsibility of the Principal</i> 4:170, <i>Safety</i> 5:230, <i>Maintaining Student Discipline</i> 6:65, <i>Student Social and Emotional Development</i> 6:120, <i>Education of Children with Disabilities</i> 6:235, <i>Access to Electronic Networks</i> 7:20, <i>Harassment of Students Prohibited</i> 7:130, <i>Student Rights and Responsibilities</i> 7:140, <i>Search and Seizure</i> 7:150, <i>Agency and Police Interviews</i> 7:170, <i>Vandalism</i> 7:180, <i>Preventing Bullying, Intimidation, and Harassment</i> 7:190, <i>Student Discipline</i> 7:200, <i>Suspension Procedures</i> 7:210, <i>Expulsion Procedures</i> 7:230, <i>Misconduct by Students with Disabilities</i> 7:250, <i>Student Support Services</i> 7:340, <i>Student Records</i> 8:10, <i>Connection with the Community</i> 8:95, <i>Parental Involvement</i> <p>Recommend, through the Superintendent, all policy changes to the</p>

Actor	Action
	<p>School Board for consideration. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Appoint Director of Safety as a “point of contact” to accept reports of threats.</p>
Principal	<p>Establishes and leads building level Threat Assessment Teams consisting of available personnel such as the Assistant Principal, School Counselor/School Psychologist, and School Law Enforcement/Resource Officer.</p> <p>Ensures <i>Comprehensive Safety and Crisis Plan</i>, is available throughout schools (do not limit to office); distributes to and discusses with local law enforcement; regularly reviews plan with the building staff.</p> <p>Publicizes and educates staff, parents/guardians, students, and community members: (1) to report students and situations of concern to any school administrators or other authorities (i.e., local law enforcement), and (2) how school officials will address these concerns and discussing what Threat Assessment Teams are and what they do when they learn of a threat.</p> <p>Assess the feasibility of forming an anonymous tip line and organizing its management.</p> <p>When a tip or concern is raised, proceed with <u>Threat Assessment</u> section, Phase One: Identification of Threat procedures.</p> <p>Provide follow-up acknowledgements to those who provide information, e.g., “we appreciate your bringing this situation to our attention” or “we have carefully considered the information you shared with us.”</p>
School Board	<p>Make changes recommended by the TSVP Team. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Provide both the TSVP and Threat Assessment Teams with appropriate resources.</p>
Superintendent/Principal	<p>Ensures the student disciplinary policies referred to in student handbooks notify students that threatening behavior could subject a student to disciplinary consequences. See 7:180, <i>Preventing Bullying, Intimidation, and Harassment</i> and 7:190, <i>Student Discipline</i>.</p>

Preparedness for a Targeted School Violence Crisis, Response, and Recovery

This portion follows *Comprehensive Safety and Crisis Plan* and suggests additional steps specific to managing a Targeted School Violence crisis that school officials may want to incorporate in the District’s existing Safety and Crisis Program.

Actor	Action
Superintendent, Principal, and Targeted School Violence Prevention Team	Examines <i>Comprehensive Safety and Crisis Plan</i> procedures and recommend any changes to existing procedures to Superintendent or Safety Team Program Coordinator.

Actor	Action
Safety Team Program Coordinator	<p>Meet with TSVP Team to foster an understanding of what additional items the District’s Safety Team might add to its procedures to accomplish a response and recovery.</p> <p>Add an agenda item to the <i>Comprehensive Safety and Crisis Plan</i> meetings specific to Targeted School Violence; consider inviting the Board attorney and local law enforcement and emergency responders to this meeting.</p> <p>During a crisis, legal counsel should be a crucial element to crisis response and management because school officials must make split second decisions, often with legal consequences to the District; local law enforcement’s familiarity with who the District’s legal counsel is <i>before</i> a crisis occurs will assist with a faster connection between legal counsel and the school officials involved in the early stages of a Targeted School Violence Crisis the immediate response to it.</p>
Superintendent and Principal	<p>For Crisis Preparedness and Response, ensure: <i>Comprehensive Safety and Crisis Plan</i>, School Safety Drill Program, supports a TSVP Plan, specifically consider whether to add a law enforcement drill if the school does not already participate. <i>Comprehensive Safety and Crisis Plan</i>, reflects the District’s needs, especially the section on “Weapons and Explosives on Campus” and also ensures that multiple copies of these plans exist and appropriate persons have access to them (one copy in Principal’s office is insufficient).</p> <p>For crisis recovery, ensures: <i>Comprehensive Safety and Crisis Plan</i>, reflects District needs regarding managing a crisis after the earliest stages are over and managing communications, and that the Board attorney is aware of the plans.</p> <p>Recommend to the Safety Team Program Coordinator any other additional crisis recovery items that the safety team deems necessary.</p>

Threat Assessment

The procedures of this section rely heavily upon the Principal to lead Threat Assessment Teams to identify, assess, and manage threatening behavior.

Phase One: Identification of Threat

Actor	Action
Anyone	Identifies student or situation to applicable Principal.
Principal (alone or with Threat Assessment Team)	<p>Assesses the question: “How much time do we have?” If time is critical, refer matter to local law enforcement immediately.</p> <p>Notifies the Superintendent.</p> <p>If not immediately referred to local law enforcement, follow steps to evaluate the threat (generally, a Principal can quickly resolve the first</p>

Actor	Action
	<p>three steps without engaging the full Threat Assessment Team in a comprehensive threat assessment).</p> <p>Step 1: Evaluate threat.</p> <p>Thoroughly and promptly collects information and evaluates threat by:</p> <ol style="list-style-type: none"> 1. Interviewing student with a standard set of questions and documenting the facts; 2. Notifying the student’s parent(s)/guardian(s) when appropriate); 3. Notifying the parent(s)/guardian(s) of the recipient(s)/victim(s); and 4. Assessing the need for confidentiality of the information gathered from students and other witnesses during the threat assessment inquiry or investigation phases. <p>Step 2: Decide whether threat is clearly transient or substantive.</p> <p>Considers the context of how the threat was made and categorize the level of risk as transient or substantive. The most important distinction between transient and substantive threats is that substantive threats require protective action to prevent the threat from being carried out. Serious discipline violations do not always constitute substantive threats.</p> <p style="padding-left: 40px;">Transient threats proceed to Step 3: Respond to transient threat.</p> <p style="padding-left: 40px;">Substantive threats skip Step 3 and proceeding directly to Step 4: Assess whether the substantive threat is serious or very serious, below in <u>Phase Two: Threat Assessment Inquiry - Building Level</u>.</p> <p>Step 3: Respond to transient threat.</p> <p>When the threat is transient, the full threat assessment team does not need to perform a comprehensive threat assessment, determines appropriate management and discipline considerations and responds accordingly. When a transient threat is sparked by an argument or conflict, may involve other Threat Assessment Team members to determine the appropriate management and discipline considerations to resolve the problem.</p> <p>See policies 7:190, <i>Student Discipline</i> and 6:120, <i>Education of Children with Disabilities</i>.</p>

Phase Two: Inquiry

Actor	Action
Principal and Threat Assessment Team	<p>Step 4: Assess substantive threat as serious or very serious.</p> <p>Keep Superintendent informed.</p> <p>Assess whether the threat is <i>serious</i> or <i>very serious</i> by examining the intended severity of the threatened injury/action.</p> <p style="padding-left: 40px;"><i>Serious threats</i> (generally threats to assault and batter) proceed to</p>

Actor	Action
	<p>Step 5.</p> <p><i>Very serious threats</i> (generally threats involving the use of a weapon, murder, sexually assault, or severely injure others) skip Step 5, proceeding directly to Step 6 below in <u>Phase Three: Threat Assessment Investigation - Local Law Enforcement</u>.</p> <p>Manage the student of concern; consider contacting Board attorney; and ensure discreteness of situation. See, 7:130, <i>Student Rights and Responsibilities</i>, 7:140, <i>Student Search and Seizure</i>, 7:180, <i>Preventing Bullying Intimidation and Harassment</i>, 7:250 <i>Student Support Services</i> and 7:250-AP, <i>Protocol for Responding to Students with Social Emotional, or Mental Health Problems</i>.</p> <p>Step 5: Respond to serious substantive threat.</p> <p>Notify and protect all potential recipients/victims and notify their parents/guardians. Use <i>Threat Assessment Documentation</i>, to ensure that protective action reflects the circumstances of the threat.</p> <p>Caution the student about the consequences of carrying out the threat and keep student’s parent(s)/guardian(s) informed.</p> <p>Determine the appropriate management and discipline considerations to resolve the problem. See 7:190, <i>Student Discipline</i> and policy 6:120, <i>Education of Children with Disabilities</i>, 7:200, <i>Suspension Procedures</i> and 7:210, <i>Expulsion Procedures</i>.</p>

Phase Three: Investigation - School Resource Officer and/or Local law enforcement

Actor	Action
Principal and Threat Assessment Team in conjunction with Local Law Enforcement Investigators	<p>Step 6: Respond to Very Serious Threat</p> <p>Conduct safety evaluation, psychological assessment, or law enforcement investigation.</p> <p>Consider suspension to ensure immediate protection of all potential recipients/victims and notify their parents/guardians.</p> <p>Refer student for mental health evaluation; manage the student of concern; contact Board attorney; and ensure discreteness of situation. See, 7:200, <i>Suspension Procedures</i>, 7:250, <i>Student Support Services</i> and 7:250-AP, <i>Protocol for Responding to Students with Social, Emotional, or Mental Health Problems</i>.</p> <p>Refer matter to the School Resource Officer and/or local law enforcement to investigate and engage other resources within the community.</p>
School Resource Officer and/or Local Law Enforcement	Issue findings and recommendations of investigation to Threat Assessment Team.
Building Threat Assessment Team	Determines appropriate management and discipline; recommend suspension or expulsion based upon the findings and recommendations of local law enforcement. See, 7:200, <i>Suspension</i>

Actor	Action
	<p><i>Procedures, 7:210, Expulsion Procedures, 7:250, Student Support Services and 7:250-AP, Protocol for Responding to Students with Social, Emotional, or Mental Health Problems.</i></p> <p>Step 7: Implement a written safety plan.</p> <p>If student returns to school, integrate findings and recommendations of investigation to create a written safety plan that manages protection of potential recipients/victims while addressing student(s)' educational needs. The plan should, among other things:</p> <ul style="list-style-type: none"> • Describe conditions the student must meet to return and stay in school; • Implement procedures to monitor the student if he or she returns to the school; • Include feedback from the student(s)' parent(s)/guardian(s) (when appropriate); and • Include other items as deemed appropriate by the Threat Assessment Team. <p><i>See 6:120, Education of Children with Disabilities, 7:250, Student Support Services and 7:250-AP, Protocol for Responding to Students with Social, Emotional or Mental Health Problems.</i></p>

Safety Department General Orders

Included in the Safety Department General Orders are procedures on:

- Accident Investigation
- Tornado/Severe Weather
- Fire Alarm/Evacuation
- Code White
- Code Red
- Code Yellow
- K-9 Searches
- In-Car Cameras
- Bomb Threats
- Drills/Crisis Safety Committee
- Incident Reporting System
- Notification

DATED: March 15, 2010

Operational Services

Administrative Procedure – Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students

Please refer to the following materials:

DATED: March 15, 2010

STUDENTS

Administrative Procedure

Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students

1. The Director of Safety will maintain a liaison with the Evanston Police Department.
2. The Director of Safety will serve as the monitor of the School Resource Officer.
3. The School District and the Police Department will maintain a memorandum of understanding regarding reciprocal reporting and cooperation. This memorandum will be revised and updated as needed.

MEMORANDUM OF UNDERSTANDING

GUIDELINES FOR RECIPROCAL REPORTING AND COOPERATION BETWEEN EVANSTON TOWNSHIP HIGH SCHOOL DISTRICT NO. 202 AND THE CITY OF EVANSTON POLICE DEPARTMENT

The City of Evanston Police Department (Police Department) and Evanston Township High School District No. 202 (School District), pursuant to Section 1-7(A)(8) of the Juvenile Court Act and Sections 10-20.14 and 22-20 of the Illinois School Code, wish to develop guidelines for a reciprocal reporting system between the Police Department as the local law enforcement agency and the School District regarding criminal offenses committed by students. It is also critical to the safety of the School District's students and the Evanston community at large that, within the bounds of the confidentiality requirements applicable to both police officers and school officials, extensive cooperation takes place between school and police officials. The following guidelines are intended to meet the requirements of the Juvenile Court Act and Sections 10-20.14 and 22-20 of the School Code, and to reduce juvenile crime by promoting cooperation and collaboration and the sharing of appropriate information between the police and school officials in a joint effort to promote school safety.

I. General Cooperation

- A. The Superintendent of the School District will provide the Police Chief with a list of administrators to be contacted as needed. The list will contain regular and emergency telephone and pager numbers and identify which administrators are to be contacted for various types of problems and the order in which the administrators are to be contacted.

- B. The Police Chief will provide the Superintendent of the School District with a police staff member who will have responsibility for implementing these guidelines.
- C. The administrators on the School District's list and the primary and backup officers on the Police Chief's list will meet to facilitate and review implementation of these Guidelines as often as necessary.

II. Reporting of Student Criminal Activity

A. By the School District to Police Officials

- 1. School officials will promptly report to the Police Department and School Liaison Officer offenses committed by students, which include but are not limited to criminal activities, occurring in school, on school grounds, and/or at school-related activities that involve or is suspected to involve:
 - a. Gang activity;
 - b. Weapons such as guns and knives, explosives, impact devices or any item used as a weapon;
 - c. Sale of drugs or other intoxicants;
 - d. Possession of drugs or other intoxicants;
 - e. Fights or other violent activity which might reasonably carry over into the community;
 - f. Abuse, neglect, lock-out and runaway situations;
 - g. Other activities involving students which threaten the safety of students or community members on or off school property;

- a. Unlawful use of weapons under Section 24-1 of the Criminal Code;
 - b. A violation of the Illinois Controlled Substances Act;
 - c. A violation of the Cannabis Control Act; or
 - d. A forcible felony as defined in Section 2-8 of the Criminal Code, including murder, criminal sexual assault, robbery, burglary, arson, kidnapping, aggravated battery resulting in bodily harm or permanent disability or disfigurement, and any other felony that involves the use or threat of physical force or violence.
3. As required by Section 22-20 of the Illinois School Code, police officials shall report to school officials whenever a student is detained for proceedings under the Juvenile Court Act or for a criminal offense or violation of a municipal or County ordinance. The report shall include the basis for the detention, the circumstances surrounding the detention, and the status of the proceedings. Police officials shall periodically update the report as significant stages of the proceedings occur and with the disposition of the matter. All such reports shall be kept separate from the student's official school record.
4. The Police Department may share written records with the School District, as authorized by law. The School District agrees that all written records received from the Police Department pursuant to this Memorandum shall be kept in a separate and secure location and shall not become a part of the student's official school record.

5. Information and records received pursuant to this Memorandum shall be used solely by school personnel to aid in the proper rehabilitation of the student, and to protect the safety of the student in question, all other students enrolled in the School District and School District officials. This information may be used in student disciplinary proceedings, in the discretion of School District personnel.

III. Searches of Students

A. Searches by School Officials

Generally, school officials and/or the School Liaison Officer will conduct searches of students' persons and property without police involvement. School authorities may also inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student.

The Superintendent or designee may request the assistance of law enforcement officials to conduct random inspections and searches of lockers, desks, parking lots, other school property and equipment and vehicles for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Evidence of criminal activity disclosed by a search will be preserved by school officials and turned over to police officials as appropriate for any criminal prosecution. Police officials will produce such evidence as necessary for student disciplinary proceedings while preserving proper chain of custody.

B. Searches by Police Officials on School Grounds or at School Activities

In circumstances where safety is a critical issue, such as a search for weapons, explosives or other dangerous items, school officials may request assistance from police officers, with the primary and initial purpose of the search being the maintenance of student discipline and safety so as to maintain the reasonable suspicion standard for searches at schools.

C. Searches Initiated by Police Officials

Searches incident to lawful arrests will be made by police officials. Searches initiated by police officials must be conducted in accordance with State and federal laws, and must comply with Police Department rules, policies and procedures. Police searches must be conducted with a valid warrant or based on probable cause and exigent circumstances. A good faith effort will be made to contact the student's parents and, whenever possible, searches will be conducted in the presence of school officials.

IV. Exchange of Student Records

A. The School District is authorized by the Illinois School Code to release a student's school records to juvenile authorities when necessary for the discharge of their official duties who request information prior to adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. "Juvenile authorities" mean:

1. A judge of the circuit court and members of the staff of the court designated by the judge;

2. Parties to the proceedings under the Juvenile Court Act of 1987 and their attorneys;
3. Probation officers and court appointed advocates for the juvenile authorized by the judge hearing the case;
4. Any individual, public or private agency having custody of the child pursuant to court order;
5. Any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the minor;
6. Any potential placement provider when such release is authorized by the court for the limited purpose of determining the appropriateness of the potential placement;
7. Law enforcement officers and prosecutors;
8. Adult and juvenile prisoner review boards;
9. Authorized military personnel; and
10. Individuals authorized by court.

B. Law enforcement officials will provide the School District with copies of police reports and other relevant reports and written materials upon request and pursuant to the provisions of Section 1-7(A)(8) of the Juvenile Court Act (705 ILCS 405/1-7(A)(8)).

C. School District officials agree to maintain the confidentiality of all records and communications shared by law enforcement officials pursuant to state and federal law. Each school principal shall keep all records shared by law enforcement officials in a secure location that is inaccessible to other School District personnel, except on a need-to-know basis. The building principal shall determine which School District personnel meet the “need-to-know” definition, who shall generally include: the student’s teacher(s), Central Office administrators, building administrators (in the building the student attends), and the student’s IEP and/or Section 504 team members (if applicable).

V. Interviews of Students by Police Officials

Except in circumstances involving the safety of students or others on school grounds or at school activities or pursuant to a valid warrant, police-initiated student interviews will take place in the presence of a school official and after a good faith effort has been made to contact the parent and provide the parent with a reasonable opportunity to be present.

VI. Removal of Students from School Grounds by Police Officials

Police officials may arrest a student on school grounds or during a school activity when an offense is committed in the presence of the police officers, probable cause exists, an arrest warranted is presented to school officials, or the police officer is in hot pursuit of a suspect. Police officials will notify school officials of an impending arrest on school property or at a school activity and will attempt to minimize the arrest’s interference with proper administration of the school. School officials will assist police officers in identifying students for arrest and will make a good faith effort to contact the arrested student’s parent. Nothing in this section shall prevent a student from voluntarily leaving

school grounds or a school activity with a police officer to a police station or other facility provided that (1) school officials give the student permission to leave school grounds or the school activity, and (2) school officials make a good faith effort to contact the student's parent and provide the parent a reasonable opportunity to be present at the police station. School officials may use discretion when deciding whether to grant a student permission to leave with a police officer. No student (who is not under arrest) may leave school grounds or a school activity without permission from the school administration.

Approved this 15 day of February, 2007

Evanston Township High School
District No. 202,

City of Evanston,
Police Department

By:

Eric Witherspoon
Superintendent

By:

David Holtz

Operational Services

Exhibit - Accident or Injury Form

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

Name of injured person _____

Age _____ Male Female Telephone _____

Address _____

Class, activity, or event _____

Accident location _____

Accident date _____ Time of accident _____

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

An emergency contact was notified as follows:

Contact name _____ Relationship _____

Time and method of contact _____ By whom _____

Witnesses Information

Name	Address	Telephone

First aid administered Yes No If yes, describe first aid and by whom? _____

Name of Supervisor (*please print*)

Signature

Date

DATED: March 15, 2010

Operational Services

Exhibit - Accident or Injury Form

Please refer to the following material:

DATED: March 15, 2010

**EVANSTON TOWNSHIP HIGH SCHOOL
INCIDENT/INJURY REPORT**

To be completed by the Staff member reporting the incident or injury to a student and/or visitor

Name _____ ID# _____
(please print)

Grade Level: 1 2 3 4 *(circle)*

Sex: M / F *(circle)*

Age: _____

D.O.B. *(m/d/y)* _____

Street Address _____

Apt/Unit # _____

City _____ State _____

Zip Code _____

Telephone (H) () _____

Cell () _____

Date of incident/injury (m/d/y) _____ **Time:** a.m. _____ p.m. _____

Location: _____

Staff Member Present _____

Nature of injury (be specific)

What activity was the student engaged in at the time: _____

How did the incident/injury occur: _____

Were there any substance, chemicals, equipment, tools, etc. involved – Yes / No

If yes explain _____

Other Witnesses

1) Name
(staff/student) _____ dept. _____ ext. _____ ID# _____

2) Name
(staff/student) _____ dept. _____ ext. _____ ID# _____

What were you doing at the time: _____

Actions Taken: _____

Was student's parents/guardians notified (if so, who & when) _____

Was school nurse notified: Y N

Was safety dept. notified: Y N

Was athletic trainer present: Y N

Other: _____

Staff Member: _____ Pos. _____ Dept _____ ext. _____
(please print)

Signature

Forward to Health Service

White: Health Service

Yellow: Safety

Blue: Chair/Supervisor

**EVANSTON TOWNSHIP HIGH SCHOOL
DEPARTMENT OF SAFETY
ACCIDENT / INJURY**

Date _____ (D/M/Y) **Time** _____ AM / PM

Location _____

The Safety staff member must complete this form whenever any person, student, or adult, is injured on District property or a District sponsored event.

Name of injured person _____
(Include **ID#** if student or staff)

Age _____ Male Female Telephone () _____

Address _____ City _____ State _____ Zip _____

Class, activity, or event _____

Describe Injury (Be Specific) _____

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

An emergency contact was notified as follows:

Contact name _____ Relationship _____

Time and method of contact _____ By whom _____

Witness/es Information

<i>Name</i>	<i>Address</i>	<i>Telephone</i>

First aid administered Yes No If yes, describe first aid and by whom?

Describe any unsafe conditions _____

Photo taken Yes No

Signature

Date

Supervisor

Date

updated 09/07

Operational Services

Exhibit - Automatic External Defibrillator Incident Report

To be completed by the person who used the AED

Patient name: _____ Age: _____

Patient identification: Student Parent Other: _____

Date of incident: _____ Description of incident: _____

Name of person who determined victim's unresponsiveness: _____

Name of person applying AED: _____

Number of times patient was defibrillated: _____

Time 9-1-1 was called: _____

Patient vitals prior to arrival of EMS: Breathing Yes No
Pulse Yes No
Heart rhythm: _____

Time EMS arrived: _____

Patient vitals after arrival of EMS: Breathing Yes No
Pulse Yes No
Heart rhythm: _____

Patient transported to: _____

List series of events from start of emergency until conclusion:

Forward completed incident report to the Director of Safety. Upon receipt, the Director of Safety shall send or fax this incident report to the EMS System Resource Hospital.

Signature of person who administered AED _____ Date _____

Address _____ Telephone _____

DATED: March 15, 2010

**EVANSTON TOWNSHIP HIGH SCHOOL DISTRICT 202
DISTRICT ADMINISTRATIVE PROCEDURES MANUAL
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General Personnel

Administrative Resource - Sample Questions for Conducting the Internal Sexual Harassment in the Workplace Investigation

The person charged with conducting the internal sexual harassment investigation must ascertain whether the sexual conduct is unwelcome and whether it affects a term or condition of employment (29 C.F.R. §1604.11(a)). The questions that follow are designed to help the investigator uncover this evidence. They are not all-inclusive and the exact questions must be designed for the specific allegations in each case.

Is the conduct complained of unwelcome sexual conduct?

“Unwelcome sexual conduct” is that verbal or physical sexual conduct which the employee did not solicit or incite and that which the employee regarded as undesirable or offensive. It is difficult to discern because the line between welcome and unwelcome sexual conduct is often quite fuzzy. The EEOC evaluates the issue of welcomeness in sexual harassment cases on a case-by-case basis. It looks at the record as a whole, considering the totality of the circumstances. The wise investigator will do the same.

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

1. Who is the alleged sexual harasser? What is his/her name? Is he/she a co-worker or a supervisor?
2. Is the sexual conduct complained of verbal or physical?
3. If physical, describe with specificity the nature of the physical conduct, including where the complainant was touched, when, how often, how he/she was approached, who witnessed the physical conduct, and where was the complainant when the conduct took place?
4. Was medical treatment required? If so, when was he/she treated, how often, by whom, where was he/she treated, and what was the diagnosis?
5. If medical treatment was not required, was a complaint or protest made to anyone employed by the District or to anyone else? If so, to whom did he/she complain, when was the complaint made, what was stated therein and were there any witnesses to this or these complaints?
6. If the unwelcome conduct was verbal, what was stated, when, how often, where were the parties when the statements were made, and who witnessed the statements being made?
7. Was medical treatment required to address the impact of the verbal conduct? If so, when was he/she treated, how often, by whom, where was he/she treated, and what was the diagnosis?
8. If medical treatment was not required to address the impact of the verbal conduct, was a contemporaneous complaint or protest made to anyone employed by the employer or to anyone else? If so, to whom did he/she complain, when was the complaint made, what was stated therein and were there any witnesses to this or these complaints?
9. What was the complainant’s response to the physical or verbal conduct? Did he/she tell him/her to stop? Did he/she complain to others about his/her behavior? Did he/she ask co-workers, supervisors or managers to make the harassment stop? If so, obtain all relevant details.

10. Did the complainant engage in any conduct with the alleged harasser that could have encouraged his/her behavior? If so, what was the conduct, when and where did it occur, how often and who witnessed it?
11. Did the complainant and the alleged harasser have a prior consensual relationship? If so, how long did it last and when did that relationship end?
12. Did the complainant make the alleged harasser aware at the point when the sexual advances became unwelcome? If so, when, how was this done, what was communicated to the alleged harasser, and were there any witnesses?
13. Did the complainant complain about the harassment to the alleged harasser, his/her supervisors, other managers or others? If so, when were the complaints made, what was said, who was present, and what was the response to each complaint?
14. If no complaints about the alleged harassment were made, why not?
15. What other actions, if any, did the complainant take to indicate to the alleged harasser that his/her conduct was unwelcome?
16. Did the complainant engage in any conduct which elicited the unwelcome conduct of the alleged harasser? For example, how did he/she demean him or herself in the workplace, how did he/she dress, did he/she use sexual and provocative language, did he/she engage in sexually provocative conduct, and was this conduct directed towards the alleged harasser?
17. If they lack knowledge about the harassment, did co-workers, supervisors or managers notice any changes in charging party's behavior at work or in the alleged harasser's treatment of the charging party?
18. Has the alleged harasser been accused of sexual harassment by other employees? If so, when, and were the allegations investigated? If so, what was the result of the investigation, and what was management's response, i.e., what remedy was imposed?

Did the work environment become hostile?

To ascertain whether unwelcome sexual conduct rises to the level of a "hostile environment" in violation of Title VII, the major inquiry is whether the conduct "unreasonably interferes with an individual's performance" or creates "an intimidating, hostile, or offensive working environment." (29 C.F.R. §1601.11(a)3). Thus, trivial or annoying conduct such as sexual flirtation or innuendo or vulgar language would probably not establish a hostile environment. The challenged conduct must substantially affect the work environment of a reasonable person for a violation to be found.

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

1. What effect, if any, did the alleged harassment have upon the complainant's ability to perform his/her job?
2. What effect, if any, did the alleged harassment have upon the complainant's mental or physical health or well-being?
3. What was the sexual character of the work environment before the complainant entered the environment? Were sexual comments and actions common? If so, what types, when did they occur? Who was involved? Were supervisors involved or just co-workers?
4. Did the character of the workplace change after complainant joined the workplace? If so, how? What was complainant's behavior? How did the accused and other co-workers or supervisors respond to complainant's behavior?

5. Was the complaint of verbal or physical behavior directed at persons other than complainant? If so, who were they? What conduct was directed towards them, when, how frequently, who was present, where did it occur and who witnessed it? How did these persons react to the physical or verbal conduct?
6. Did the alleged harasser single out the charging party? If so, how, when, where, and why?
7. Did others join in perpetrating the harassment? If so, who? What was done; when, where, who witnessed the conduct, and were others harassed too?
8. If the complaint of conduct was verbal, what were the remarks? Were they hostile and derogatory? What was the frequency and context of the comments? Were the parties in or out of the workplace when the comments were made?
9. Was the alleged harassment observed by supervisors, managers, or other co-workers? If so, by whom, when, where, and what was observed?
10. Was the alleged harassment observed by former employees or others outside the workplace? If so, by whom, when, where, and what was seen?

Was the harassment *quid pro quo*?

In order to properly ascertain the employer's liability for sexual harassment, it is important to distinguish between hostile environment cases and those involving *quid pro quo* harassment. An employer will always be held responsible for acts of *quid pro quo* harassment since this conduct occurs in situations in which a supervisor is exercising authority over terms and conditions of employment granted to him/her by his/her employer. Liability will be assessed for *quid pro quo* sexual harassment unless the employer took definite and prompt action to stop the harassment.

In hostile environment cases, on the other hand, employers are liable where they knew or should have known of the alleged misconduct.

To further ferret out any *quid pro quo* harassment and the employer's response to it, include questions such as the following:

1. What sexual conduct is the supervisor accused of? When, where, how often did it occur, and who observed?
2. Was the supervisor asked by the complainant to stop? If so, when, where, how often, and who observed?
3. If a complaint of the alleged harassment by the supervisor was made to another supervisor or managerial employee, what acts, if any, did he or she take to stop the on-going harassment?
4. If no complaint was made, did the complainant's behavior change in any way that would have put management on notice that he/she was being sexually harassed?
5. If no complaint was made, did the complainant's co-workers engage in any conduct that would have put management on notice that he/she was being sexually harassed?
6. How was the complainant's employment affected by the alleged supervisor's harassment? Was he/she denied a salary increase, a promotion, a job transfer, etc.? If so, when?
7. Was the complainant treated differently from similarly situated employees in regard to the denied salary increase, promotion, job transfer, etc.? If so, who was treated differently by this same supervisor?
8. Were the supervisor's sexual attentions to other employees different from those directed to the complainant? If so, how? Who witnessed these differences?

9. Was anything done by management to stop the supervisor's misconduct? If so, what, when, and was this communicated to the victim?
10. Did the alleged misconduct occur on or off the employee's premises? Were there any witnesses? If so, who and what was observed?

DATED: March 15, 2010

General Personnel

ALTERNATE: Administrative Resource – Sexual Harassment Plan

DEFINITION: Sexual harassment is any unwelcome and unwanted verbal or physical conduct or communication of a sexual nature between groups or individuals. ETHS respects the right of every student and staff member to be free from personal harm, that includes sexual harassment. Sexual harassment is against the law and will not be tolerated.

I. Sexual Harassment Oversight Panel

The school board hereby designates the Deans Cynthia Bumbry (424-7900) Vernon Clark (424-7710), Matthew Driscoll (424-7900), Associate Principals Richard Bowers (424-7700) and Pete Bavis (424-7710), the Director of Human Resources Toya Campbell (424-7210) and the Director of Safety Terrance Doby (424-7510) to handle Sexual Harassment complaints at Evanston Township High School, School District 202 (ETHS). These seven individuals will make up The Oversight Panel.

This panel will monitor and provide oversight to the implementation of the Sexual Harassment (SH) policy and procedures. The Oversight Panel will meet twice a year to review the documentation.

II. Reporting Procedures

Any person who believes he or she has been the target of sexual harassment by a student or employee of ETHS, or

Any person with knowledge of behavior that may be considered sexual harassment against an ETHS student or employee should report the alleged acts immediately to any teacher, counselor/social worker, safety worker, supervisor, administrator, department chair, union representative or dean.

Where appropriate and when mandated by law, the District will report complaints to the appropriate police authority and/or governing agencies for youth protection.

A monitoring committee, made up of the individuals listed in Section I, will review each case.

A. Student-to-Student Harassment

If the target and alleged harasser of sexual harassment are students, the adult to whom the initial report was made must refer the report to the appropriate grade level Dean. The Dean must also notify the Assistant Superintendent, the grade level Associate Principal (AP) and the Director of Special Education, if appropriate. If the complaint is against the Dean, the adult will report the complaint to the (AP). The grade level Dean or AP will handle the complaint, i.e. will offer peer mediation if appropriate (for non-physical incidents), OR will investigate, resolve and document the incident on the Sexual Harassment Report Form. The remedy may also include conflict resolution between students and/or working with a counselor/social worker. The investigation will begin within 5 days of the initial report and will be resolved and documented as soon as possible. The grade level Dean will notify the grade level Associate Principal if appropriate. The grade level Dean will follow up with the student target within 30 days to make sure that no reprisals have taken place and that the harassment has stopped.

B. Student to Adult Harassment

If the alleged harasser of SH is a student and the target is an adult, the adult who receives the initial report must refer the report to the appropriate grade level Dean. The grade level Dean will follow the same procedures for section II.A., Student to Student Harassment.

C. Harassment by an Adult

If the target and alleged harasser of SH are adults, the adult to whom the initial report was made must immediately refer the report to one of two administrators: Toya Campbell, Director of Human Resources or Terrance Doby, Director of Safety. If the complaint is against any of these administrators, the complaint can be filed directly with the Superintendent.

The administrator will handle the complaint by investigating, resolving and documenting it.

The administrator will also inform the Superintendent, The Oversight Panel and any other appropriate administrators. Confidentiality will be maintained and administrators will be informed on a right-to-know basis. The investigation will begin within 5 days of the initial report and will be resolved and documented as soon as possible. The administrator will follow up with the adult target within 30 days to make sure that no reprisals have taken place and that the harassment has stopped.

D. Adult to Student Harassment

If a student is a target, the adult to whom the initial report is made must refer the complaint to one of the two administrators listed in I.C. who will follow the same procedures described above. In addition, the Dean will be notified to participate in the investigation and to follow up with the student within 30 days of the initial report to make sure that the harassment has stopped and that no reprisals have taken place.

All reporting procedures and investigations will abide by contract requirements and requirements stipulated in The ETHS Pilot.

ETHS encourages reporting of all SH incidents. Adults who receive initial reports of SH are obligated to refer the complaints to The Oversight Panel.

III. Informal Resolution

Once a SH complaint has been filed, student or adult targets of SH have the option of informal resolution if agreed upon by the target, alleged harasser and the member of SH Committee in charge. This method seeks to achieve a resolution upon which both the person who feels harassed and the alleged harasser agree and makes no determination of whether sexual harassment took place.

Informal resolution may include, but is not limited to: an apology by the alleged harasser, a commitment by the alleged harasser not to repeat the offending behavior and/or to take steps to achieve that goal by, for example, seeking counseling; or acceptance that no further action is warranted.

If the SH matter is resolved in an informal manner, the complaint will terminate. No further proceedings with regard to the resolved complaint will be permitted, unless the complaint later becomes relevant in the context of another SH complaint. If, however, informal methods do not resolve the SH concerns, the complaint will be formally investigated and appropriate action taken, as discussed in section IV below.

IV. Investigation

A. Confidentiality

The school district will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible consistent with the school district's legal obligations and the necessity to investigate allegations of SH and take disciplinary action when such conduct has occurred.

B. Time Frame

A member of The Oversight Panel will investigate a complaint once it has been filed in writing and once it has been determined that informal resolution is not an option. The investigation will begin within 5 days of the initial report and will be resolved and documented as soon as possible.

C. Recommendation

Upon completion of the investigation, the investigating member of The Oversight Panel shall make a report to the Superintendent with a recommendation. Upon receipt of the recommendation, the Superintendent will take appropriate action based on the recommendation.

D. Notification

The investigating member of The Oversight Panel will notify both the complainant and the alleged harasser of the results of the investigation and the disciplinary action, if any, taken.

V. Retaliation

The school district will discipline individuals who retaliate against any person(s) who reports alleged SH, or individuals who retaliate against any person(s) who testifies, assists or participates in an investigation, proceeding or hearing relating to a SH complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. Submission of a complaint or report of SH will not affect the individual's future employment, grades or work assignments.

VI. Malicious Accusations

ETHS will take disciplinary action against individuals who intentionally file malicious complaints of SH with no basis.

VII. Right to alternative complaint procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with local law enforcement, the Cook County Commission on Human Rights, the Illinois Department of Human Rights, the Equal Opportunity Commission of the U.S. Department of Labor, the Office of Civil Rights of the U.S. Department of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

VIII. Discipline

Any school district action taken pursuant to this policy will be consistent with ETHS contract requirements, The ETHS Pilot and school district policies. The school district will take such disciplinary action it deems necessary and appropriate, including warning, suspension or immediate discharge to end SH and to prevent its recurrence.

IX. Appeal Process

If either party disagrees with the resolution of the complaint or the disciplinary action recommended, he or she may appeal the decision. The appeal process is described in The ETHS Pilot, ETHS' contracts and/or school district policies.

X. Documentation

A. Students

If a complaint of Sexual Harassment is upheld, the grade level Dean and Associate Principal must file a record to be a permanent part of the students' record. The grade level Dean will maintain the record in the disciplinary file.

B. Adults

If a complaint of Sexual Harassment is upheld, the Administrator and the Director of Human Resources must file a record to be a permanent part of the employees personnel file. Records will be maintained in the Human Resources Department.

DATED: March 15, 2010

General Personnel

Exhibit – Sexual Harassment Report Form

EVANSTON TOWNSHIP HIGH SCHOOL
1600 DODGE AVENUE
EVANSTON, IL 60204 (847) 424-7210

Sexual Harassment Report Form

Complainant is a: Student Adult

Grade Level: _____ Department: _____

Complainant: _____

Home address: _____

Home phone:()- _____ - _____

If student, parent's work phone:()- _____ - _____

Date of alleged incident(s): _____

Name and grade level/dept. of person(s) you believe sexually harassed, was sexually violent toward you, or who exhibited offensive or unwelcome behavior:

Relationship of alleged harasser to target: _____

List any people who would be helpful to talk to about this complaint:

Where and on what date(s) did the incident(s) occur?

General Personnel

Administrative Procedure - Job Interviews

The anti-discrimination laws affect all steps of the employee hiring process. Knowledge of the characteristics on which these laws prohibit inquiry is especially critical when conducting interviews. Sloppy interview practices can result in the appearance of illegal discrimination or even actual discrimination.

Interviewers should avoid seeking information that will not be used to make an employment decision. Assume that a rejected applicant may believe that all information acquired was used. It will be the District's burden to explain that not all information elicited was used – a very difficult burden when the information involves race, sex, religion, age, disability, etc. Information needed for insurance, tax, social security, or similar purposes should be obtained after employment.

Protected Status	Do not ask	Permissible to ask
Race and Color	What race are your parents?	
Alienage, Ancestry, National Origin, Nationality, and Citizen Status	In what country were you born? In what country were your parents born?	Are you legally authorized to work in the United States?
Marital Status	Are you married? Single? Divorced? Engaged? Are you living with someone? Would your spouse move with you if you got this position?	
Sex, Including Parent and Pregnancy Status	What are your future family plans? Are you pregnant? Do you have children? What are their ages? Do you have child care?	
Religion or Creed	What religious holidays do you celebrate?	
Age	When do you plan to retire?	
Unfavorable discharge from military service	Under what circumstances were you discharged from the service?	
Arrest Record	Have you ever been arrested? Spent time in jail?	
Financial Status and Housing	Have you ever filed bankruptcy? Do you own your home?	
Use of lawful products	Do you smoke or use tobacco products	

Protected Status	Do not ask	Permissible to ask
during non-working hours	during non-working hours? Do you consume alcoholic beverages during non-working hours?	
Whether applicant has ever filed a claim or received benefits under the Illinois Workers' Compensation Act or Workers' Occupational Diseases Act	Have you ever filed a claim or received benefits under the Illinois Worker's Compensation Act or Workers' Occupational Disease Act?	

Disability

Inquiries that are likely to elicit information about a disability, before a bona fide job offer is made, are prohibited. Inquiries about the ability to perform job functions that do not ask about disabilities are permissible.

Protected Status	Do not ask	Permissible to ask, provided all applicants are asked
Disability	Do you have AIDS? Do you have asthma? Do you have a disability which would interfere with your ability to perform the job? How many days were you sick last year? Have you ever filed for Workers' Compensation? Have you ever been injured on the job? How much alcohol do you drink each week? Have you ever been treated for alcohol problems? Have you ever been treated for mental health problems? What prescription drugs are you currently taking?	Can you perform the functions of this job (essential and/or marginal), with or without reasonable accommodation? Please describe/demonstrate how you would perform these functions (essential and/or marginal). Have you ever been disciplined (oral or written reprimand, suspension or termination) for attendance violations or problems? Are you a current user of illegal drugs? Do you have the required licenses to perform this job?

DATED: March 15, 2010

General Personnel

Administrative Procedure – Job Interviews for Certificated (Teaching) Positions

Interview Questions that Address Beliefs

1. The success of a newly hired teacher is highly correlated with the teachers' beliefs; the teachers' beliefs need to be aligned with the beliefs that undergird our school's mission and goals.
2. In the interview, departments need to ask at least one question for each of the five beliefs identified below.

Key Topics/Beliefs

Collaboration: Students learn more in schools where teachers teach and support each other.

- Scenario: A colleague next door is having a problem... What do you do?
- How can your relationships with your colleagues help students achieve?
- Give an example of how your relationship with a colleague improved student achievement.

Reflection: You can get better at teaching if you analyze your performance, receive and use feedback, and experiment with your instruction.

- Scenario: Your students have just all scored low on a chapter test. What questions would you ask yourself (other members of a PLC)?
- Talk about a time when you were given feedback: How did it change you? What did you learn about yourself?

Tenacity: Teachers own responsibility for what happens in classrooms.

- What do you expect of students in your class (content, skill and behavior)? How do you communicate these expectations?
- Give an example of how you have helped a student, initially seen as a low performer, produce high quality work in a classroom where others are performing well.

Personal Relationship Building: Students will not learn unless they know you care about them and believe in their capacity to succeed.

- How do you establish a caring and encouraging relationship?
- What powers or choices do you believe students should have in the classroom? Why?

Diversity: Diversity is a strength, but it requires developing an intentional community.

- What student and teacher behaviors account for the gap in achievement between white students and students of color?
- What are issues related to building relationships in a racially diverse setting?
- What ways can you encourage minority students in your classroom?

DATED: March 15, 2010

General Personnel

Administrative Procedure - Investigations

Immigration Investigation

All newly hired employees must complete an Immigration and Naturalization Service Form I-9 no later than 3 business days following their first working day. If an individual is unable to provide the required documents to complete the Form I-9 within the 3-day period, the individual must present a receipt for the application of the documents within 3 days of the hire and present the required documents within 90 days of the hire.

The completed Form I-9 shall be maintained in a file separate from other personnel records in order to prevent unauthorized review of personnel files. The Form I-9 shall be retained for a period of 3 years after the date of hire or one year after individual employment is terminated, whichever is later.

Criminal History Records Check

The following individuals are responsible for the actions listed:

Applicant - Each applicant for employment in any position (except bus driver) must provide a written authorization for a fingerprint-based criminal history records check at the time he or she submits the application.

Human Resources -

1. Fingerprint-Based Criminal History Records Check:

The Director of Human Resources or designee completes the required forms in order to request a fingerprint-based criminal history records check from an appropriate police or live scan agency.

This may include submitting the applicant's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers to the Department of State Police on forms prescribed by the Department.

Upon inquiry, the Director of Human Resources or designee will provide the applicant with a copy of the conviction record obtained from the State Police and/or the FBI.

2. Check of the statewide offender databases. The Director of HR or designee performs a check for each applicant of:

- a. The Statewide Sex Offender Database (a/k/a Sex Offender Registry), isp.state.il.us/sor, as authorized by the Sex Offender Community Notification Law (730 ILCS 152/101 et seq., as amended by P.A. 94-945), and
- b. The Statewide Child Murderer and Violent Offender Against Youth Database, as authorized by the Child Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-105, as added by P.A. 94-945).

The Superintendent or designee notifies an applicant if the applicant is identified in the database as a sex offender.

State Police and FBI - The Department of State Police and FBI furnish records of convictions (until expunged), pursuant to a fingerprint-based criminal history records check, to the Board Presidents' designee.

The Director of Human Resources keeps a conviction record confidential and shares it only with the Board President, Superintendent, Regional Superintendent, State Superintendent of Schools, State Teacher Certification Board, or any other person necessary to the hiring decision.

Regional Superintendent - Whenever an applicant is seeking employment in more than one District as either a substitute or part-time teacher or educational support personnel employee, the Superintendent or designee may require the applicant to authorize the Regional Superintendent to conduct the check. The Regional Superintendent also performs a check of the Statewide Sex Offender Database, www.isp.state.il.us/sor, as authorized by the Sex Offender Community Notification Law (730 ILCS 152/115 as amended by P.A. 94-948) and Child Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-105).

Contractors - The above requirements for fingerprint-based criminal history records check apply to every employee or agent of any contractor if the employee or agent has direct, daily contact with students. See Board policy 4:170, *Safety*, for the responsibilities of contractors.

District - The School District will not knowingly employ a person, nor may a person work on school grounds, who:

1. Has been convicted of committing or attempting to commit any one or more of the following offenses:
 - a. Attempted first-degree murder or first-degree murder or any Class X felony.
 - b. Those defined in Sections 11-6, 11-9, 11-14, 11-15, 11-15.1, 11-16, 11-17, 11-18, 11-19, 11-19.1, 11-19.2, 11-20, 11-20.1, 11-21, 12-13, 12-14, 12-14.1, 12-15, and 12-16 of the Criminal Code of 1961.
 - c. Those defined in the Cannabis Control Act, 720 ILCS 550/1 *et seq.*, except 720 ILCS 550/4(a), 550/4(b), and 550/5(a).
 - d. Those defined in the Illinois Controlled Substances Act, 720 ILCS 570/100 *et seq.*
 - e. Any offense committed or attempted in any other state or against the laws of the United States, which if committed or attempted in Illinois, would have been punishable as one or more of the foregoing offenses.
2. Has been found to be the perpetrator of sexual or physical abuse of any minor less than 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987.
3. All other felony convictions shall be reviewed by the District on a case-by-case basis. The nature and seriousness of the felony, when the felony was committed, and any other facts deemed relevant shall be considered to determine whether it would be in the best interests of students, staff, parents and community to employ or offer to employ a person convicted of a felony.

Reporting New Hires

The Superintendent or designee shall timely file an IRS Form W-4 or IDES New Hire Reporting Form for each newly hired employee with the Illinois Department of Employment Security.

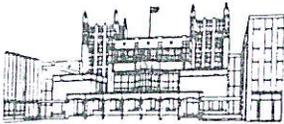
DATED: March 15, 2010

General Personnel

Exhibit – Fingerprint Information/Applicant Form

Please refer to the following materials:

DATED: March 15, 2010



EVANSTON TOWNSHIP HIGH SCHOOL

DISTRICT 202 1600 DODGE AVENUE EVANSTON, ILLINOIS 60204-3494 (847) 424-7210 FAX (847) 424-7215

Human Resources
www.eths.k12.il.us

APPLICANT FINGERPRINT INFORMATION SHEET
Agency ORI: IL016202S

PLEASE READ CAREFULLY

Dear Applicant:

As a condition of employment, all applicants are required to authorize a fingerprint-based criminal history records check to determine if the applicant has been convicted of any offenses as listed in the Public Act 093-0909 (House Bill 3977) effective 08/12/2004.

- 1) Attached is an Applicant Fingerprinting Form that you must complete and take to one of the Accurate Biometrics (formerly Art's Investigation) locations.

For the nearest fingerprinting location listing please visit www.accuratebiometrics.com for Updated Information or call toll free 1-866-361-9944 and ask for location information. Please do not call the sites directly.

- 2) Evanston Township High School, District 202, pays for this fingerprinting process so our applicants are not responsible for paying any fees.
- 3) Please remember to take your state issued I.D. or Driver's License with you, as it will be required to complete this process.
- 4) **Accurate Biometrics will give you a receipt on the day of your fingerprinting. You must return that receipt along with this form to the Human Resources Department as proof that your criminal history records check was submitted for processing.**
- 5) Your offer of employment with Evanston Township High School is contingent upon the results received and Board approval. All results will remain confidential. Typically, results will be received within 1 week; however, the timing of receiving these results is beyond our control. If the results take longer than anticipated, we apologize, in advance, for any inconvenience this may cause you.

If you have any other questions, please do not call the Accurate Biometrics location, as they will be unable to respond to your inquiry. Call Milka Samardzija at 847/424-7213. If I am not available, please leave a message and I will promptly return your call.

PLEASE NOTE:

You must provide an ETHS contact name and the department that sent you to conduct the check so that the clearance can be promptly reported to the individual/department.

THS Contact Name: _____

Department: _____

Accurate Biometrics
4849 N. Milwaukee, Suite #101
Chicago, IL 60630

phone 312-932-9999
fax 312-932-0596
Web Site: www.accuratebiometrics.com

Evanston Twp H.S. Dist #202 Fingerprint Applicant Form

PLEASE PROVIDE THE FOLLOWING INFORMATION (PLEASE PRINT CLEARLY)

Last Name: _____ First Name: _____ Middle Initial: _____

Address: _____ City: _____ State: _____ Zip Code: _____

Date Of Birth: ____ / ____ / ____ Sex: _____ Race: _____ Height: _____ Weight: _____

Hair Color: _____ Eye Color: _____ Social Security #: _____ - _____ - _____

Place of Birth (State Only – *List Country Only if born outside of USA*): _____

(Do Not Write Below This Line ---- For Office Use Only)

Originating Agency Identifier (ORI) / Agency NCIC: **IL016202S**

Fingerprint Technician's Initials: _____

Date Fingerprinted: _____

TCN: _____

Evanston 202 4/07
To be billed

General Personnel

Administrative Procedure - Fair Labor Standards Act Exemptions

FLSA Exemption Category	Staff Positions
Non-covered persons	Independent contractors Volunteers Trainees (e.g., student teachers) who: (1) receive academic credit for their work experience, (2) do not displace regular employees, (3) work under close supervision, and (4) are not entitled to a job at the end of their training
Executive employees	Superintendent Associate/Assistant Superintendents Directors Supervisors/Department Chairs Other department managers
Administrative employees	Principal Assistant Principals Data systems analysts or computer programmers involved in obtaining solutions to complex business problems Other certificated administrative staff
Professional employees	Teachers Counselors/Social Workers Registered nurses Media coordinators Other non-supervising certificated staff
Non-exempt employees	Secretaries/Assistants Receptionists Bookkeepers/Payroll Clerk Cafeteria workers Crossing guards Before/after school program workers Computer lab managers Custodians Maintenance workers Pre-school workers Teacher aides, paraprofessionals, and assistants Other support personnel

DATED: March 15, 2010

General Personnel

Administrative Procedure - Employee Records Required by the Fair Labor Standards Act

Actor	Action
Business office working with supervisors of non-exempt employees	<p>Keep the following records concerning non-exempt employees for 3 years:</p> <ol style="list-style-type: none"> 1. Full name and social security number and, on the same record, any symbol that might be used in place of the employee's name on any time, work or payroll records; 2. Home address, including zip code; 3. Date of birth, if under age 19; 4. Gender and the employee's occupation; 5. Time of day and day of week on which the employee's workweek begins; 6. Explain: i) the hourly rate of pay for any workweek when overtime is due; ii) the basis on which wages are paid; and iii) the amount and nature of each payment that is excluded from the regular rate; 7. Hours worked by the employee each workday and the total hours each workweek; 8. Total daily or weekly straight time earnings, excluding overtime pay; 9. Total pay for overtime hours; 10. Total additions to or deductions from wages paid each pay period; 11. Total wages paid each pay period; and 12. Date of payment and the pay period covered by the payment.
Business office working with supervisors of exempt employees	<p>Keep the following records concerning exempt employees for 3 years - the records listed in numbers 1-5, 11, and 12 above and a record showing the basis on which the exempt employee's wages are paid.</p>
Director of Human Resources	<p>Keep records regarding the posting of notices.</p>

DATED: March 15, 2010

General Personnel

Administrative Procedure - Compensable Work Time for Non-Exempt Employees Under the FLSA

Compensable Time Defined for Non-Exempt Employees

Non-Exempt Employee - The term “non-exempt employee” refers to employees who are not exempt from the overtime provisions in the wage and hour laws. See administrative procedure 5:35-API, *Fair Labor Standards Act Exemptions*.

Hours Worked - Non-exempt employees must be compensated for all hours worked in a workweek. In general, hours worked include:

- All the time an employee must be on duty;
- All the time an employee must be on the employer’s premises;
- All the time an employee must be at any other prescribed place of work; and
- Any additional time the employee is allowed, i.e., “suffered or permitted” to work.

Suffered or Permitted to Work - If an employer knows or has reason to know that a non-exempt employee starts work early or continues to work late, it is considered work time. 29 C.F.R. §785.11.

This includes knowing or having reason to know that an employee works at home, e.g., as when a substitute coordinator calls for substitutes early in the morning. 29 C.F.R. §785.12.

If an employee works additional straight time, at the regular rate of pay, or overtime hours without authorization, that employee must still be compensated but may be disciplined for violating School Board policy.

Volunteering to Perform Regular Work - Non-exempt employees may not volunteer to perform their regular work duties off-the-clock and without compensation. 29 U.S.C. §203(e)(4)(A). An employee must be paid even if he or she offers to do the work on his or her “own time.” Employees may not waive wage and hour law requirements.

Volunteering to Perform Services that Are Not the Same as Regular Work - Non-exempt employees may volunteer to perform services under these conditions: (1) the volunteer services are not the same as or similar to the employee’s regular work duties, (2) the employee offers the services freely and without coercion, and (3) the employee provides the services without promise of compensation although a volunteer may be paid “expenses, reasonable benefits, or a nominal fee to perform such services.” 29 U.S.C. §203(e)(4)(A), 29 C.F.R. §553.101 and 103. A fee is not nominal if it is a substitute for compensation or tied to productivity. 29 C.F.R. §553.106(e). While the specific circumstances in each case must be analyzed, the District will generally limit nominal pay to employees for volunteer services to no more than 20% of what the District would otherwise pay to hire an employee for the same services. *Wage and Hour Opinion Letters* FLSA2006-28 (8/7/06) and FLSA2005-51.

Examples of Hours Worked for Non-Exempt Employees

Meal periods, unless the employee is completely relieved of all duties and free to leave the duty post for at least 30 minutes. Teacher aides who must supervise students during their lunch are not considered relieved of duties. Employees who eat at their desk and answer phones or otherwise perform work are not considered relieved of duties.

Attendance at inservices, meetings, or lectures, unless: (1) attendance is outside the employee's regular working hours, (2) attendance is voluntary, (3) the activity is not related to the employee's job, and (4) the employee performs no productive work for the District.

Coffee breaks or rest periods of 20 minutes or less.

Work done at home if the supervisor knows or should have known that such work was done.

Work done before or after regular hours or on weekends.

On-call time if the employee is required to remain on the employer's premises or so close that he/she is unable to use the time effectively for his/her own purposes while on-call.

Transporting material to a worksite before the start of the workday.

Time spent preparing for work, e.g., bus drivers doing safety checks before the route or securing the bus after the route.

Clean-up work at the end of a shift.

Travel time during the workday from one job site to another, e.g., non-exempt school nurses traveling from one school to another.

Travel time during the regular working hours, even if it is the weekend.

Attending a Board meeting at night either to take minutes or perform some other required or assigned duty.

DATED: March 15, 2010

General Personnel

Administrative Procedure - Fair Labor Standards Act 12-Step Compliance Checklist

Checklist for compliance with the Fair Labor Standards Act (FLSA):

1. Classify employees as exempt or non-exempt.

Identify which employees are covered by the overtime requirements of the Fair Labor Standards Act (FLSA), i.e., “non-exempt,” and which employees are exempt from the overtime requirements. See Administrative Procedure 5:35-AP1, *Fair Labor Standards Act Exemptions*, for a list of school employees traditionally exempt and non-exempt. Include a record in each employee’s file stating whether he or she is exempt or non-exempt.

An exemption from the FLSA overtime pay/compensatory time requirements is the exception, rather than the rule. Any uncertainty should be resolved in favor of finding the employee to be non-exempt and the overtime compensable, as the burden is on the school system to prove that exemptions are applicable.

2. Make sure all employees have access to and understand the School Board policy and administrative procedures on the workweek, overtime, and compensatory time. See Board policy 5:35, *Compliance with the Fair Labor Standards Act*, and Administrative Procedure 5:35-AP3, *Compensable Work Time for Non-Exempt Employees Under the FLSA*.

In addition, make sure that all employees:

- a. Are provided a copy of the Board policy or access to the Board policy published on-line;
- b. Acknowledge that they have received and understand the policy; and
- c. Agree to follow the policy and procedures or be subject to discipline.

3. Notify non-exempt employees of their expected work hours in a workweek.

Be clear that the salary of non-exempt employees is paid for a 40-hour workweek. Supervisors may regularly schedule employees to work 37.5 hours per week and leave the remainder as possible flexible time. However, to avoid the possibility of “straight-time” claims for hours worked between 37.5 and 40, supervisors need to clearly communicate that the District pays employees a salary for up to 40 hours of work and that the District retains the right to request that the employee perform additional duties up to 40 hours without additional pay.

4. Keep precise records of the hours worked by every non-exempt employee by using a good timesheet, time clock, computerized check-in system, or other method. Make sure individual employees keep and sign their weekly record of hours worked. Print an acknowledgment similar to the following on every time sheet: “I acknowledge that I have reviewed this time sheet and that it accurately records all of the time that I worked for the District on the dates indicated and that I did not work for the District at any other times during the workweek that are not recorded on this timesheet.”
5. Annually train District supervisory staff, as well as supervisors when first assigned supervisory duties, on FLSA compliance issues, including:

The footnotes should be removed before the material is used.

¹ School officials are strongly encouraged to seek assistance from their attorney when making FLSA-related decisions.

- a. What counts as compensable work time (see Administrative Procedure 5:35-AP3, *Compensable Work Time for Non-Exempt Employees Under the FLSA*);
 - b. How timesheets must be completed for non-exempt employees; and
 - c. Their duty to monitor timesheets and verify time worked.
6. Train all non-exempt staff when hired and regularly thereafter on the following topics:
 - a. Board policy requirements;
 - b. What counts as compensable time; and
 - c. How to complete timesheets correctly.
 7. Require non-exempt employees who want to volunteer to execute a Volunteer Agreement. See Exhibit 5:35-E, *Volunteer Agreement Executed by a Non-Exempt Employee*.

Non-exempt employees may only volunteer to perform services on behalf of the school that do not involve the same types of duties they regularly perform in their jobs. Further, in order to be a bona fide volunteer, an employee must freely and voluntarily (i.e., without any direct or implied coercion or requirement) agree to perform the volunteer duties without compensation.

8. Have all non-exempt employees sign the following documents:
 - a. A statement that they were given a copy of the Board's policy on work time and have reviewed it, and that they understand violators may be subject to discipline; and
 - b. If applicable, an agreement that any overtime worked over 40 hours per week will be compensated with time and a half compensatory time rather than overtime pay (see Exhibit 5:310-E, *Agreement to Receive Compensatory Time-Off*).
9. Have supervisory, payroll, and business staffs monitor weekly time records.

Make sure that supervisory staff continuously monitors weekly time records for accuracy and completeness, and that they report all overtime worked by non-exempt staff to the finance office for either overtime pay or compensatory time credit.
10. Keep FLSA-required records for non-exempt and exempt employees. See Administrative Procedure 5:35-AP2, *Employee Records Required by the Fair Labor Standards Act*.
11. Post all federal and State required employment posters.

Make sure that all employment posters are widely posted, e.g., in the teachers' lounge, school office, cafeteria kitchen, bus garage, janitor's closet, and other places where employees gather.
12. Consult with the Board's attorney about FLSA compliance.

DATED: March 15, 2010

General Personnel

Exhibit - Volunteer Agreement Executed by a Non-Exempt Employee

I would like to serve as a volunteer for the District. I understand that:

1. I may **not** volunteer to perform a job that is the same or similar job for which I am employed.
2. My time and service as a volunteer are given without promise, expectation, or receipt of any form of compensation, benefits, or other remuneration for this service.
3. My volunteer services are not being performed in the course and scope of my regular employment and are not in any way required by the School District.
4. Either the District or I may terminate my volunteer services at any time for any reason. My withdrawal will not affect my continued employment with the School District.

This agreement will continue in force until terminated by either the employee or School District.

Volunteer Signature

Date

Supervisor

Date

DATED: March 15, 2010

General Personnel

Administrative Procedure - Communicable and Chronic Infectious Disease

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

Evaluation of the Employee's Condition

1. The employee who has or is suspected of having a communicable and chronic infectious disease is encouraged to inform the Director of Human Resources immediately.
2. The employee may be required to submit to a physical examination, given by a physician chosen and paid for by the District.

Monitoring Employee's Condition

The employee's health condition will be reviewed on a schedule determined by the Director of Human Resources. The employee status report will be given to the Director of Human Resources.

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

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

Employee Dismissal

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

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

Confidentiality

The employee's medical condition and records shall be held in strictest confidence and shared only with someone who would need to know in the event of an emergency. Medical records will not become part of the employee's personnel file.

DATED: March 15, 2010

General Personnel

Administrative Procedure - Expenses

Registration Fees

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

Transportation Costs

The least expensive transportation shall be used. Employees will be reimbursed for:

1. Air travel at the coach or single class commercial airline rate. Copies of airline tickets must be attached to the expense voucher.
2. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets will be attached to the expense voucher to substantiate amounts.
3. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for personal automobile use in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense voucher.
5. Taxis, airport limousines, or other local transportation costs.

Hotel/Motel Charges

Employees should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Other expenses incurred by employees will be reimbursed when specifically related to School District business. The expense voucher or hotel bill must explain the types of expenses incurred.

Employees shall pay personal expenses that are charged to hotel room bills at check-out. If this is not possible, deductions for the charges should be made on the expense voucher.

Meal Charges

Meal charges to the School District should represent "mid-fare" selections for the hotel/meeting facility or general area and generally should not exceed \$ _____ per day. Tips shall be included with the meal charges. Expense vouchers must explain the meal charges incurred.

Personal Charges

All personal travel costs must be excluded from the expense voucher.

DATED: March 15, 2010

General Personnel

ALTERNATE - Administrative Procedure – Travel/Travel Advance Guidelines and Procedures

Please refer to the following materials:

DATED: March 15, 2010

EVANSTON TOWNSHIP HIGH SCHOOL, DISTRICT 202 TRAVEL/TRAVEL ADVANCE GUIDELINES & PROCEDURES

*Travel advances are permitted for school personnel only and are for expenses incurred prior to or during **school sanctioned** travel activities. The following guidelines must be observed:*

- A travel advance request shall be submitted on a pink Reimbursement/Travel Advance form. These forms are obtainable from Operations & Purchasing, H111.
- Please complete the following required fields on the Reimbursement/Travel Advance request form:
 - name
 - date submitted
 - travel advance box
 - destination
 - purpose of trip/purchase
 - departure date
 - return date
 - account number
 - amount requested
 - date check is needed
- **Forms will not be processed without ALL required signatures, including the administrator of the budget code/account being used. Special check handling instructions, such as a Friday pick-up, should be clearly noted on the paperwork.**
- All requests must be submitted to the Business Office for processing.
- Checks are processed every Friday for paperwork that is complete and submitted to the Business Office by the preceding Tuesday. Incomplete paperwork will delay your check. Please allow sufficient time.
- Checks, which are requested for Fridays, can be picked up in the Business Office on Fridays, **after 1:00 pm**. At that time you will be given a travel report sheet. All other checks will go in the mail as they are processed.
- The travel advance report must be submitted within two weeks of returning from your trip. **ALL** original itemized receipts documenting expenditures must be included in your report. This reports must be signed by the same individuals that signed the travel advance. Failure to submit a properly completed form will delay any reimbursement you have due. **Failure to submit a timely report will result in the entire amount of the travel advance being taken from the employee's paycheck as a deduction until the reconciliation is received.**

Continued on back

Below are guidelines for **allowable** travel expenses that are **reasonable and necessary**.

- The least expensive transportation shall be used.
- Reimbursable charges include:
 1. Air travel at the coach of single class commercial airline rate. Copies of airline tickets or credit card statements must be attached to travel report. E-ticket holders can request a receipt at check-in.
 2. Rail or bus at actual cost. Rail or bus charges should not exceed the cost of coach airfare.
 3. Use of personal automobile at the standard mileage rate. Toll charges and parking charges will be reimbursed with receipts. Mileage charges should not exceed the cost of coach airfare.
 4. Automobile rental costs when the use is warranted. The need for a rental must be explained on the travel report.
 5. Taxis/shuttles/public transportation to and from airports, with receipts. Limousines or hired cars are not acceptable.
 6. Public transportation will be reimbursed without receipts, if no parking or automobile mileage claims are made.
- Personnel should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. The district will pay for the cost of one phone call per day (within the US) to **immediate** family and all business related calls. Employees shall pay all other personal expenses. The hotel bill must explain the types of expenses incurred.
- While traveling on school business, the District will pay for reasonable and appropriate meal charges for the employee, including tips but **excluding liquor**. Receipts for per diem meals are **not** required. Reimbursable costs should not exceed the limits set below:

→ Trips not requiring an overnight stay:

Breakfast	\$10.00
Lunch	\$15.00
Dinner	\$25.00

→ Trips requiring an overnight stay:

Per Diem Maximum	\$50.00
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For local area expenditures, the District does not pay sales tax. The tax will not be reimbursed. Please make sure you take the District's Tax Exempt letter with you. Check with Operations & Purchasing, H111, for applicable locations and areas and a copy of the letter.

General Personnel

Exhibit – Reimbursement/Travel Advance

Please refer to the following material:

DATED: March 15, 2010

EVANSTON TOWNSHIP HIGH SCHOOL
REIMBURSEMENT / TRAVEL ADVANCE

NAME _____ S.S. # _____

DATE SUBMITTED _____ Reimbursement Travel Advance

DESTINATION _____

PURPOSE OF TRIP / PURCHASE _____

DEPARTURE DATE _____ RETURN DATE _____

ACCOUNT # _____ AMOUNT REQUESTED: \$ _____

VENDOR # _____ DATE REQUIRED _____

PLEASE NOTE: Whenever a request is made for a reimbursement, there must be receipt(s) or other justification attached. Whenever a travel advance is requested, it must be followed by a Travel Report, which must be completed when you return from your trip, with all pertinent receipts attached. The Travel Report must be signed by the person incurring the expense, as well as the appropriate administrator.

Person Requesting Reimbursement / Advance

Chairperson / Immediate Supervisor

Budget Administrator

Director of Operations & Purchasing

Date

General Personnel

Administrative Procedure - Professional Development Program

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

- A. Planned in-service programs, courses, seminars, and workshops are offered within the District. Every staff member is encouraged to suggest topics, formats, and speakers for in-service meetings. Suggestions should be given to the Co-Chairs of professional development or the Assistant Superintendent for Curriculum and Instruction.
- B. Visits to other classrooms and schools, as well as attendance at conferences, workshops, and other meetings may be requested by faculty members.

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

- Attend professional conventions and meetings, visit exemplary programs, as well as participate in other professional growth activities. At the time of approval, the Assistant Superintendent for Curriculum and Instruction will indicate which expenses, if any, will be reimbursed by the District. After participation, a written report must be submitted to the Department chair summarizing the activity's highlights. Staff members may be requested to present to departments or other administrative groups.
 - Serve as speakers, consultants, or resource persons outside the District. The staff member accepting such assignments may not accept any fee or honorarium other than a reasonable fee for preparation done outside of the working day.
 - Attend mandatory training and professional development as required.
- C. Leaves of absence for advanced training and internships are governed by Board policy and/or collective bargaining agreements.
- D. The topics to be covered on days declared as Teacher Institutes (TI) must be approved by the Regional Superintendent of Schools governing the schools of that region. The request for approval should be submitted to the Regional Superintendent at least 30 days prior to the event.
- E. Many opportunities for on-going professional development opportunities exist. Staff members are encouraged to discuss their plans for identifying and optimizing these opportunities with their department chairs or supervising mentor.

LEGAL REF.: 105 ILCS 5/2-3.48, 5/2-3.53, 5/2-3.56, 5/2-3.59, 5/2-3.60, 5/3-11, 5/3-14.8, 5/10-20.35, 5/10-22.39, and 5/10-23.12.
23 Ill.Admin.Code §226.800, 525.110.
77 Ill.Admin.Code §527.800.

DATED: March 15, 2010

General Personnel

Administrative Procedure - Employee Conduct Standards

Professional and ethical behavior is expected of all District staff members. The standards listed below serve as a notice of expected conduct. The standards are intended to protect the health, safety, and general welfare of students and employees, ensure the community a degree of accountability within the School District, and define misconduct justifying disciplinary action. The listed standards are not a complete list of expectations, and depending on the factual context, an employee may be disciplined for conduct that is not specifically listed. The conduct standards apply to all District employees to the extent they do not conflict with an applicable collective bargaining agreement; in the event of a conflict, the provision is severable and the applicable bargaining agreement will control.

All school employees shall:

1. Exhibit positive examples of preparedness, punctuality, attendance, self-control, language, and appearance.
2. Exemplify honesty and integrity. Violations of this standard include, but are not limited to, falsifying, misrepresenting, omitting, or erroneously reporting the professional qualifications of oneself or another individual or information submitted in connection with job duties or during the course of an official inquiry/investigation.
3. Maintain a professional relationship with all students, both in and outside the school and attend all in-service trainings on educator ethics, teacher-student conduct, and school, employee-student conduct for all personnel (105 ILCS 5/10-22.39). Violations of this standard, include but are not limited to: (a) committing any act of child abuse or cruelty to children; (b) engaging in harassing behavior; (c) soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student; and (d) furnishing tobacco, alcohol, or illegal/unauthorized substance to any student or allowing a student under his or her supervision to consume alcohol or an illegal/unauthorized substance.
4. Maintain a safe and healthy environment, free from harassment, intimidation, bullying, substance abuse, and violence, and free from bias and discrimination. Violations of this standard include, but are not limited to: (a) using alcohol or illegal or unauthorized substances when on school property or at school-sponsored events, or whenever engaged in job responsibilities; (b) failing to report suspected cases of child abuse or neglect, or of gender harassment; and (c) tolerating student-on-student bullying or harassment.
5. Honor the public trust when entrusted with public funds and property by acting with a high level of honesty, accuracy, and responsibility. Violations of this standard include, but are not limited to: (a) misusing public or school-related funds; (b) failing to account for funds collected from students or parents/guardians; (c) submitting fraudulent requests for reimbursement of expenses or for pay; (d) co-mingling District or school funds with personal funds or checking accounts; and (e) using school property without the approval of the supervising school official.
6. Maintain integrity with students, colleagues, parents/guardians, community members, and businesses concerning business dealings and when accepting gifts and favors. Violations of this standard, include but are not limited to, soliciting students or parents/guardians to

purchase supplies or services from the employee or to participate in activities that financially benefit the employee without fully disclosing the interest.

7. Respect the confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements. Violations of this standard include, but are not limited to: (a) disclosing confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results, unless disclosure is required or permitted by law; and (b) disclosing confidential information restricted by State or federal law.
8. Demonstrate conduct that follows generally recognized professional standards and attend all in-service trainings on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel (105 ILCS 5/10-22.39). Unethical conduct is any conduct that impairs the employee's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.
9. Comply with all State and federal laws and rules regulating public schools and School Board policies, including but not limited to: 2:105 (Ethics and Gift Ban), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Sexual Harassment), 5:30 (Hiring Process and Criteria), 5:50 (Drug- and Alcohol-Free Workplace), 5:60 (Expenses), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Ethics), 5:130 (Responsibilities Concerning Internal Information), 5:140 (Solicitations By or From Staff), 5:170 (Copyright), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:230 (Maintaining Student Discipline), 5:280 (Duties and Qualifications), 5:290 (Employment Termination and Suspensions), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:190 (Student Discipline), 7:340 (Student Records), and 8:30 (Visitors to and Conduct on School Property).

Conviction of any employment disqualifying criminal offense listed in Section 5/21-23a of The School Code will result in dismissal.

Before disciplinary action is taken, the supervisor will conduct a fair and objective investigation to determine whether the employee violated a standard or other work rule and the extent that any violation impacts educational or operational activities, effectiveness, or efficiency. Discipline must be appropriate and reasonably related to the seriousness of the misconduct and the employee's record. Any applicable provision in a contract, bargaining agreement, or State law will control the disciplinary process.

DATED: March 15, 2010

General Personnel

Administrative Procedure - Email Retention

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

Accordingly, employees have the same responsibilities for email messages as they do for any other communication and must distinguish between record and non-record messages. This allows for the proper storage or disposal of email. However, no District record, no matter its form, may be destroyed if it is subject to a litigation hold. See administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. For guidance on Board of Education member use and retention of email, see 2:140-E, *Guidance for Board Member Communications, Including Email Use*.

Non-Record Messages

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

1. Personal correspondence not received or created in the course of District or school business, such as, “What’s for dinner?” or “I’ll be glad to drive to the meeting.”
2. Notices concerning meetings or workshops, dates, discussion topics, and material to prepare for or to be discussed during a meeting.
3. Publications or promotional material from vendors and similar materials that are available to anyone.
4. Correspondence containing recommendations or opinions that are preliminary to a decision.
5. Informal correspondence to parents/guardians concerning school activities or an individual student’s progress or assignments provided the messages do not contain notice of final or official action.
6. Draft material.

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

Official Record Messages

Email messages are “official record messages” if they are evidence of the District’s organization, function, policies, procedures, or activities or contain informational data appropriate for preservation. Examples include:

1. Policy documents or contract related documents.

2. Correspondence, e.g., letters, memos, emails from individuals, companies, or organizations requesting information about the District or school policies or practices and the responses to these requests.
3. Project reports.
4. Correspondence dealing with significant aspects of District administration or a school executive office, including messages containing information concerning policies, programs, fiscal and personnel matters, and contracts.

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

DATED: March 15, 2010

General Personnel

Administrative Procedure - Personnel Records

Applicant Records

Records for a successful employment applicant are maintained with the individual's employment records. Records for an unsuccessful employment applicant are maintained for no less than 5 years from the application date. Applicant records include the following if received by the District:

- Employment application forms
- Transcripts
- Previous work experience
- References
- Such other relevant information as the District desires of applicants for screening purposes

Personnel Records

Personnel records for all employees include:

- Pre-employment records, including verification of past employment
- Dates of employment
- Valid certificate and/or evidence of required credentials for services being performed
- Criminal background investigation history and report
- Form I-9 required under the Immigration Reform and Control Act
- Records maintained pursuant to Internal Revenue Service regulations
- Payroll information and deductions, including all records required to be kept by 5:35-AP2, *Employee Records Required by the Fair Labor Standards Act* (29 C.F.R. §§516.2 and 516.3)
- Records maintained for the Illinois Teachers' Retirement System or the Illinois Municipal Retirement System
- Sick leave, leaves of absence, personal leave, and vacation data (where appropriate)
- Salary schedule data
- Relevant health and medical records, including the verification of freedom from tuberculosis required by The School Code (105 ILCS 5/24-5)
- Supervisory evaluations
- Promotions
- Awards received
- Personnel documents that have been or are intended to be used in determining an employee's qualification for promotion, transfer, discharge, or disciplinary action except as provided in 820 ILCS 40/10
- Disciplinary actions and accompanying records
- Notice of discharge and accompanying records
- Letter of resignation or retirement
- Notification that an employee is the subject of a Dept. of Children and Family Services (DCFS) investigation pursuant to the Abused and Neglected Child Reporting Act and any report to DCFS made or caused to be made by a District employee concerning another employee; this record will be deleted if DCFS informs the District that the allegations were unfounded
- Any additional information the District deems to be relevant

In addition to the above, personnel records for all professional personnel include:

- Valid certificate for services being performed
- Copies of official transcripts required by The School Code (105 ILCS 5/24-23)
- Transcripts of graduate work completed

Verification of past teaching experience, if any
Record of in-service work completed

Employment records will be maintained permanently for all District employees and former employees unless the Local Records Commission's approval is obtained to dispose of them.

Restrictions on Information that May Be Kept

The District will not gather or keep a record of an employee's associations, political activities, publications, communications, or non-employment activities, unless the employee submits the information in writing or authorizes the District in writing to keep or gather such records. However, the District may gather or keep records in an employee's personnel file concerning activities occurring on the District's premises or during the employee's working hours that: (1) interfere with the performance of the employee's duties or activities, or those of other employees, regardless of when and where occurring, (2) constitute criminal conduct or may reasonably be expected to harm the District's property, operations or educational process, or programs, or (3) could, by the employee's actions, cause the District financial liability.

Access to Employee Records and Correction Requests

An employee is granted access to his or her personnel records according to provisions in the Personnel Record Review Act, 820 ILCS 40/0.01 et seq., and any relevant provisions in an applicable collective bargaining agreement. According to the Review Act, an employee is granted access to his or her personnel records at least 2 times in a calendar year at reasonable intervals. Unless otherwise indicated in an applicable bargaining agreement, access to the employee's personnel records will be according to the following guidelines:

1. The employee must submit a written inspection request to the Superintendent or the Superintendent's designee.
2. The Superintendent or designee will provide the employee the opportunity for inspection within 7 working days after the request. If such deadline cannot reasonably be met, the District will have an additional 7 days to comply.
3. The employee will inspect the personnel record at the District's Human Resources department during normal working hours or at another time mutually convenient to the employee and the Superintendent or designee.
4. Inspection of personnel records will be conducted under the supervision of an administrative staff member.
5. Neither an employee nor his or her designated representative will have access to records that are treated as exceptions in the Illinois Personnel Record Review Act discussed below.
6. The employee may copy material maintained in his or her personnel record. Payment for record copying will be based on the District's actual costs of duplication.
7. The employee may not remove any part of his or her personnel records from his or her file or may not remove any part of his or her personnel records from the District's administrative office.
8. Should the employee demonstrate his or her inability to inspect his or her personnel records in person, the District will mail a copy of the specific record(s) upon written request.
9. Should the employee be involved in a current grievance against the District or involved in any other contemplated proceedings against the District, the employee may designate in writing a representative who has the authority to inspect the personnel records under the same rights as the employee.
10. If the employee disagrees with any information contained in the personnel record, a correction of that information may be mutually agreed upon by the District and employee. If agreement cannot be reached, the employee may submit a written statement explaining his or

her position. The District will attach the employee's statement to the disputed portion of the personnel record and the statement will be included whenever that disputed record is released to a third party as long as the disputed record is part of the employee's personnel file. Inclusion of any written statement attached to the disputed record in an employee's personnel file without any further comment or action by the District will not imply or create any presumption that the District agrees with the statement's contents.

Requests by Third Parties

Before the District divulges disciplinary reports, letters of reprimand, or records of other disciplinary action to a third party, to a party who is a part of the employer's organization, or to a party who is a part of a labor organization representing the employee, the District will provide the employee with a written notice. The written notice to the employee will be mailed or emailed to the employee's last known address/email address and will be sent on or before the day the information is divulged to any of the aforementioned parties.

No such written notice will be required if the employee has specifically waived written notice as part of a written, signed employment application with another employer; the disclosure is ordered to a party in a legal action or arbitration; or information is requested by a government agency as a result of a claim or complaint by an employee, or as a result of a criminal investigation by such agency.

When the District receives a written request for personnel records from a third party, the District shall review the requested records before their release.

Restriction on Employee Access

Section 10 of the Illinois Personnel Record Review Act provides that the right of the employee or the employee's designated representative to inspect his or her personnel records does not extend to:

1. Letters of reference for that employee.
2. Any portion of a test document, except that the employee may see a cumulative total test score for either a section of or the entire test document.
3. Materials relating to the employer's staff planning, such as matters relating to the District's development, expansion, closing or operational goals, where the materials relate to or affect more than one employee, provided, however, that this exception does not apply if such materials are, have been or are intended to be used by the employer in determining an individual employee's qualifications for employment, promotion, transfer, or additional compensation, or in determining an individual employee's discharge or discipline.
4. Information of a personal nature about a person other than the employee if disclosure of the information would constitute a clearly unwarranted invasion of the other person's privacy.
5. Records relevant to any other pending claim between the District and employee that may be discovered in a judicial proceeding.
6. Investigatory or security records maintained by the District to investigate criminal conduct by an employee or other activity by the employee that could reasonably be expected to harm the District's property, operations, or education process or programs, or could by the employee's activity cause the District financial liability, unless and until the District takes adverse personnel action based on information in such records.
7. Pre-employment paperwork such as references or scoring sheets.

Complying with Requirements in the Abused and Neglected Child Reporting Act

The Superintendent will execute the requirements in the Abused and Neglected Child Reporting Act whenever a District employee makes a report to DCFS involving another District employee's conduct. This includes performing the following tasks:

1. Disclose to any school district requesting information concerning a current or former employee's job performance or qualifications the fact that he or she was the subject of

another employee's report to DCFS. Only the fact that a District employee made a report may be disclosed.

2. Inform the District employee who is or has been the subject of such report that the Superintendent will make the disclosure as described above.
3. Delete the record of such a report if DCFS informs the District that the allegation was unfounded.

LEGAL REF.: 325 ILCS 5/4 and 5/7.4.
820 ILCS 40/1 et seq.
23 Ill.Admin.Code §1.660.

DATED: March 15, 2010

General Personnel

Administrative Procedure - Seeking Permission to Copy or Use Copyrighted Works

The following resources are a partial list of where to begin searching for permission to copy or use copyrighted work. Whenever it is unclear who the owner is, or if the owner is a legal entity of some kind (a business or organization), be sure that the person granting permission is authorized to do so. Once it is known whom to ask, initiate contact by writing a letter, calling, or emailing. Seek written permission that clearly describes its scope. Document the receipt of an oral permission and send the owner a confirming letter. A copyright protects materials regardless of whether the owner cares about protection or not. Thus, if required permission cannot be obtained, the work may not be used.

1. For information regarding how to find copyright owners, contact: University of Texas, Austin's Harry Ransom Humanities Research Center, Phone: 512/471-8944, Fax: 512/471-9646, Email: webmail@hrc.utexas.edu, www.utexas.edu.
2. For a part of a book or a journal article, contact: Copyright Clearance Center, "CCC" Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, Phone: 978/750-8400, Fax: 978/646-8600 Email: info@copyright.com, copyright.com.
3. For images, contact: The Film Foundation, 7920 Sunset Boulevard, Floor, Los Angeles, CA 90046, Phone: 303/436-5060, Fax: 323/436-5061, Email: film-foundation; American Society of Media Photographers, 150 North Second Street, Philadelphia, PA 19106, Phone: 215/451-2767, Fax: 215/451-0880, Email: www.asmp.org.
4. If the author owns the copyright in a contribution to a periodical, magazine, or newspaper, permission may be obtained through The National Writers Union, Chicago Local 12, PO Box 2537, Chicago, IL 60690, Phone: 773/426-9382, Email: info@nwu-chicago.org, www.nwu.org; and the Society of Children's Book Writers and Illustrators, 8271 Beverly Blvd., Los Angeles, CA 90048, Phone: 323/782-1010, Fax: 323/782-1892, Email: @scbwi, www.scbwi.org.
5. For a musical work, contact: American Society of Composers, Authors and Publishers, (ASCAP) One Lincoln Plaza, New York, NY 10023, Phone: 212/621-6000, Email: www.ascap.com; Broadcast Music Incorporated, (BMI), 320 West 57th Street, New York, NY 10019-3790, Phone: 212/586-2000, Email: www.bmi.com/home/licensing; or SESAC, 55 Music Square East, Nashville, TN 37203, Phone: 615/320-0055, Fax: 615/329-9627, Email: www.sesac.com.
6. To record and distribute a musical composition recorded by someone else, or synchronize music with visual images, contact: The Harry Fox Agency, Inc., National Music Publishers Association, 711 Third Avenue, 8th Floor, New York, NY 10017, Phone: 212/370-5330, Fax: 646/487-6779, Email: harryfox, nmpa.

7. Play Rights

Samuel French, Inc.
45 West 25th Street
New York, NY 10010-2751
Phone: 212/206-8990
Fax: 212/206-1429
[.samuel french.](http://www.samuel french.com)

Baker's Plays
PO Box 699222
Quincy, MA 02269-9222

Anchorage Press (Plays for young people)
617 Baxter Avenue
Louisville, KY 40204-1105
Phone/Fax: 502/583-2288
[.applays@bellsouth.](mailto:applays@bellsouth.com)
www.applays.com

Dramatists Play Service, Inc.
440 Park Avenue South
New York, NY 10016

Phone: 617/745-0805
Fax: 617/745-9891
[.bakersplays.](http://www.bakersplays.com)

Phone: 212/683-8960
Fax: 212/213-1539
[@www.dramatists.](http://www.dramatists.com)
[.com](http://www.dramatists.com)

8. For news archives, check the World Wide Web. Many of the largest news organizations have placed archives of their back issues online.

9. Movies

The Motion Picture Licensing Corporation, 5455 Centinela Avenue, Los Angeles, CA 90045, Phone: 800/462-8855, Fax: 310/822-4440, Email: @mplc, www.mplc.com, grants public performance rights. If the author and the publisher are known, contact them directly. If the publisher is unknown contact: The Literary Marketplace, www.literarymarketplace.com (for books) or Ulrich's International Periodicals, www.ulrichsweb.com (for journals), both published by the R. R. Bowker Company, www.bowker.com.

10. Changed Owner

The apparent copyright owner may not be the real copyright owner. The U.S. Copyright Office of Internet Resources, (www.loc.gov/copyright), provides online searching of its registration records and performs professional searches for a fee.

11. Software

Contact the software's manufacturer at the address given on the licensing agreement.

March 15, 2010 DATED:



Copyright and Fair Use Guidelines for Teachers

TECHNOLOGY
LEARNING

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at www.halldavidson.net

More detailed information about fair use guidelines and copyright resources is available at www.techlearning.com

Medium

Specifics

Printed Materials
(copy)

- Poem less than 250 words; 250-word excerpt of poem greater than 250 words
- Articles, stories, or essays less than 2,500 words
- Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less)
- One chart, picture, diagram, or cartoon per book or per periodical issue
- Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book

What you can do

- Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes.
- Students may incorporate text into multimedia projects.

The Fine Print

- Copies may be made only from legally acquired originals.
- Only one copy allowed per student.
- Teachers may make copies in nine instances per class per term.
- Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district.
- Don't create anthologies.
- "Consumables," such as workbooks, may not be copied.

Audio Materials
(archive)

- An entire work
- Portions of a work
- A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer

- A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen."

- Copies must contain copyright information.
- Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.

Microforms
(archive)

- Photograph
- Illustration
- Collections of photographs
- Collections of illustrations

- Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used.
- From a collection, not more than 15 images or 10 percent (whichever is less) may be used.

- Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.mpa.org.

Video
(archive)

- Videotapes (purchased)
- Videotapes (rented)
- DVDs
- Laserdiscs

- Teachers may use these materials in the classroom.
- Copies may be made for archival purposes or to replace lost, damaged, or stolen copies.

- The material must be legitimately acquired.
- Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction."
- Use should be instructional, not for entertainment or reward.
- Copying OK only if replacements are

<p>Video (for integration into multimedia or video projects)</p>	<ul style="list-style-type: none"> Videotapes DVDs Laserdiscs Multimedia encyclopedias QuickTime Movies Video clips from the Internet 	<ul style="list-style-type: none"> Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media." 	<p>unavailable at a fair price or in a viable format.</p> <ul style="list-style-type: none"> The material must be legitimately acquired (a legal copy, not bootleg or home recording). Copyright works included in multimedia projects must give proper attribution to copyright holder.
<p>Music (for integration into multimedia or video projects)</p>	<ul style="list-style-type: none"> Records Cassette tapes CDs Audio clips on the Web 	<ul style="list-style-type: none"> Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students. 	<ul style="list-style-type: none"> A maximum of 30 seconds per musical composition may be used. Multimedia program must have an educational purpose.
<p>Computer Software</p>	<ul style="list-style-type: none"> Software (purchased) Software (licensed) 	<ul style="list-style-type: none"> Library may lend software to patrons. Software may be installed on multiple machines, and distributed to users via a network. Software may be installed at home and at school. Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format. 	<p>The School will follow and abide by the signed software agreement and licenses for all software used at the school.</p>
<p>Internet</p>	<ul style="list-style-type: none"> Internet connections World Wide Web 	<ul style="list-style-type: none"> Images may be downloaded for student projects and teacher lessons. Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above). 	<ul style="list-style-type: none"> Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted. Any resources you download must have been legitimately acquired by the Web site.
<p>Television</p>	<ul style="list-style-type: none"> Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) Cable (e.g., CNN, MTV, HBO) Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> Broadcasts or tapes made from broadcast may be used for instruction. Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (www.ciconline.org) for details. 	<ul style="list-style-type: none"> Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's <i>Reading Rainbow</i>, allow for much more.) Cable programs are technically not covered by the same guidelines as broadcast television.

Sources: United States Copyright Office *Circular 21*; Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act; *Fair Use Guidelines for Educational*

Multimedia; cable systems (and their associations); and *Copyright Policy and Guidelines for California's School Districts*; California Department of Education. Note: Representatives of the institutions and associations who helped to draw up

many of the above guidelines wrote a letter to Congress dated March 19, 1976, stating "There may be instances in which copying that does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."

General Personnel

ALTERNATE - Administrative Procedure – Copyright and Fair Use Guidelines for Teachers

Please refer to the following material:

March 15, 2010 DATED:

General Personnel

Administrative Procedure - Instructional Materials and Computer Programs Developed Within the Scope of Employment

Definitions

The definitions used in this procedure are in accordance with State and federal law. In the event of a change, these procedures shall be deemed to be modified to the extent required by the change.

Works made for hire - Instructional materials and computer programs (including written, electronic, digital, audio, visual materials and tapes, films, and works of art) when an employee creates them:

1. Within the employee's scope of employment,
2. In whole or in part during hours of District employment (not including lunch periods or other similar free periods),
3. Under the District's supervision or control,
4. As a direct result of the employee's duties with the District, and/or
5. Using District resources or facilities.

Proceeds - Profits derived from the sale of instructional materials after deducting the expenses of developing and marketing these materials.

Computer program - A series of coded instructions or statements in a form acceptable to a computer, which causes the computer to process data in order to achieve a certain result.

Computer - An internally programmed, general purpose digital device capable of automatically accepting and processing data and supplying the results of the operation.

Instructional Material Prepared Within the Scope of Employment

All instructional materials developed by an employee within the scope of District employment are works made for hire and belong to the District. The District is entitled to all proceeds from the sale of works made for hire other than computer programs.

An employee must provide the Superintendent or designee with prior written notification of his or her intention to publish any computer programs developed within the scope of employment. The District has the exclusive right to register the copyrights for them. Unless the employee specifically states in writing to the contrary, the employee warrants that any programs developed and submitted to the District for publication are original.

Computer Programs Prepared Within the Scope of Employment

All computer programs developed by an employee within the scope of District employment are works made for hire and belong to the District.

An employee who develops a computer program is entitled to a share of the proceeds from its sale as agreed to by the District. Neither the employee nor the District may receive more than 90% of the proceeds. An employee's representative may conduct the negotiation; the Board of Education must approve all agreements.

The employee must provide the Director of Technology or designee with prior written notification of his or her intention to publish any computer programs developed within the scope of District employment. The District has the exclusive right to register the copyrights for them. Unless the

employee specifically states in writing to the contrary, the employee warrants that any programs developed and submitted to the District for publication are original.

The District shall compute proceeds. The proceeds of a computer program developed by more than one employee shall be equitably distributed among such employees, in proportion to their participation in the program's development.

LEGAL REF.: 17 U.S.C. §101.
105 ILCS 5/10-23.10.

DATED: March 15, 2010

General Personnel

Exhibit - Request to Reprint Material

On District letterhead

Date

To _____

On behalf of the School District, we are requesting permission to reprint the following material:

No reprinted material will be used in a sales promotion or advertising campaign. If permission to reprint this material is granted, the material will be used for the following purposes:

The following credit line will appear on each reprint:

Reprinted, with permission from (publication) _____
Copyright year of publication _____ Copyright owner _____
All rights reserved.

If you agree to grant permission to reprint the above listed material, please sign and return the **Permission to Reprint Material**.

Please contact me at _____ if you have any questions. Thank you for your consideration.

School Official

Date

Permission to Reprint Material

I/We, _____, hereby grant permission to the _____ School District to reprint the material requested in the **Request to Reprint Material**, dated _____, on the terms and conditions stated therein.

Copyright owner (*please print*)

Signature

Date

DATED: March 15, 2010

General Personnel

Administrative Procedure - Family and Medical Leave

The District is committed to compliance with the Family and Medical Leave Act of 1993 (the "FMLA"). The FMLA allows eligible employees to take up to 12 weeks of job-protected, unpaid leave per year for certain specified reasons, and up to a total of 26 workweeks of leave to care for a family member who is a "covered servicemember" recovering from injury or illness incurred during active duty military service.

A description of your rights and responsibilities under the FMLA is included at [Provide link or cross-reference to DOL "General Notice" Poster]. The following is a general description of the District's specific policies and procedures relating to FMLA leave. A more detailed FMLA policy may be obtained in Human Resources.

I. ELIGIBILITY

FMLA leave is available only to certain eligible employees. To be an "eligible employee" under the FMLA, you must: 1) have been employed by the District for a total of at least 12 months (not necessarily consecutive); and 2) have worked at least 1,250 hours for the District during the twelve months before the date on which your leave is to begin.

II. REASONS FOR FMLA LEAVE

If you are an eligible employee, you may take leave under the FMLA for the following reasons: 1) for a serious health condition that makes you unable to perform the essential functions of your job; 2) for the birth of your child, and to care for your newborn child; 3) for the placement with you of a child for adoption or foster care; 4) to care for your spouse, child (who is under 18 years of age or incapable of self-care due to a physical or mental disability), or parent (not a parent-in-law), who has a serious health condition; 5) to address "qualifying exigencies" that arise because your spouse, son, daughter, or parent is on active duty or call to active duty status with the National Guard or Reserves in support of a contingency operation ("qualifying exigencies" may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending postdeployment reintegration briefings); or 6) to care for a spouse, son, daughter, parent, or next of kin who is a "covered servicemember," while the covered servicemember is undergoing medical treatment, recuperation, or therapy; is in outpatient status; or is on the temporary disability retired list.

III. DEFINITION OF SERIOUS HEALTH CONDITION

For purposes of the FMLA, "serious health condition" means an illness, injury, impairment, or physical or mental condition that involves: 1) in-patient care (i.e., an overnight stay) in a medical care facility, 2) any period of incapacity that: a) is more than three consecutive calendar days and involves one in-person treatment by a health care provider followed by a second in-person treatment visit that occurs within 30 days of the first day of incapacity; b) includes one in-person treatment by a health care provider that results in a continuing regimen of continuing treatment under the supervision of a health care provider; c) is due to pregnancy or prenatal care; d) is due to a chronic condition; or d) is due to a permanent or long-term condition for which treatment may not be effective, but for which you or your family member are under the continuing supervision of (but need not be receiving active treatment by) a health care provider. Other conditions may meet the definition of continuing treatment.

IV. AMOUNT OF LEAVE

Generally, eligible employees are entitled to take up to 12 weeks of leave in a single 12-month period for the reasons specified above. The "single 12-month period" used to calculate leave under this policy is the 12-month period beginning on July 1 of each year and ending on June 30 of the following year.

Any leave taken for the birth or care of a child or the placement of a child for adoption or foster care must be completed within one year after the date of birth or placement.

If both you and your spouse are employed by the District and eligible for FMLA leave, you will be permitted to take only a combined total of 12 weeks of leave during a 12-month period if leave is for the birth and care of a child, the placement of a child for adoption or foster care, or to care for a parent (not a parent-in-law) with a serious health condition.

Eligible employees are also entitled to up to 26 workweeks of leave in a single 12-month period to care for a spouse, son, daughter, parent, or next of kin who is a "covered servicemember". The 12-month period for leave to care for a covered servicemember begins on the first day that an employee takes leave to care for a covered servicemember. During this period, the employee is entitled to a combined total of 26 workweeks of leave for any FMLA-qualifying reason, no more than 12 weeks of which may be for reasons other than to care for a covered servicemember. This leave is applied on a per-covered-servicemember, per-injury basis, meaning that an employee is entitled to only one 26-workweek allotment of leave per covered servicemember (unless the covered servicemember is later re-injured in the line of active duty). If both you and your spouse are employed by the District and are eligible for FMLA leave, you will be permitted to take only a combined total of 26 workweeks of leave during the single 12-month period for this reason.

V. HOW TO REQUEST FMLA LEAVE

If you need to take time off for reasons that you believe qualify for FMLA leave, you must comply with the District's usual and customary procedures for requesting time off. Failure to comply with the District's usual and customary procedures for requesting time off or to provide documentation or information requested by the District may result in delay or denial of requested leave, and/or disciplinary action up to and including termination of employment.

If you know of your need for time off 30 or more days in advance, you must notify the District, in writing, no later than 30 days before your time off begins, absent extenuating circumstances. If you provide less than 30 days' notice of your time off, you will be required to explain why it was not practicable for you to provide 30 days' notice. If you cannot provide 30 days' notice, you must notify the District of your need for time off as soon as practicable under the circumstances. In most cases, this will mean the same day you learn of your need for time off, or the next business day.

When scheduling time off, you will be expected to consult with the District to work out a schedule for leave that, to the extent possible, meets your needs without unduly disrupting the District's operations.

VI. INTERMITTENT AND REDUCED SCHEDULE LEAVE

When taking FMLA leave for your own serious health condition, to care for a family member with a serious health condition, or to care for a covered servicemember, you may take FMLA leave on an intermittent or reduced schedule basis, if the required health care provider's certification indicates that this is medically necessary. FMLA military family leave may also be taken on an intermittent or reduced schedule basis when necessary due to a qualifying exigency.

If you require intermittent or reduced schedule leave, you will be expected to consult with the District to work out a schedule for such leave that meets your needs without unduly disrupting the District's operations, subject to approval by the health care provider.

Likewise, if you need FMLA leave due to planned medical treatment for your own or a family member's serious health condition, you will be expected to consult with the District to work out a treatment schedule that best suits your needs and the needs of the District, subject to approval by the health care provider. In some circumstances, the District may alter your existing job (while maintaining existing pay and benefits), or may temporarily transfer you to a different position with equivalent pay and benefits, to better accommodate your intermittent or reduced schedule leave.

The District may consider requests for intermittent or reduced schedule leave due to the birth, adoption or foster placement of a child, but is not obligated to grant such requests, and will do so only at the District's sole discretion.

VII. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

For purposes of FMLA, instructional employees are those employees whose principal function is to teach and instruct students in a class, small group, or an individual setting, including teachers and athletic coaches. It does not include teacher aides who do not actually teach or instruct, social workers, curriculum specialists, or other auxiliary personnel.

A. Intermittent Leave

If an instructional employee requests intermittent or reduced schedule leave to care for a family member, a covered servicemember, or for the instructional employee's own serious health condition, and the instructional employee would be on leave for more than twenty percent of the instructional employee's total number of working days over the period the leave would extend, the district may require the instructional employee to choose either to: take leave for a period of particular duration, not greater than the duration of the planned treatment, or temporarily transfer to an available alternative position with equivalent pay and benefits which better accommodates the recurring periods of leave.

Leave taken by an instructional employee for a period that ends with the school year and begins with the next school year is taken consecutively rather than intermittently. Any period during summer vacation when the employee would not have been required to report for duty will not be counted against the employee's FMLA leave entitlement.

B. Limitations on Leave Near The End of an Academic Term

If an instructional employee begins FMLA leave more than five weeks before the end of a semester, the District may require the employee to continue taking leave until the end of the semester if the leave will last at least three weeks, and the employee would return to work during the three-week period before the end of the semester.

If an instructional employee begins FMLA leave during the five-week period before the end of a semester because of the birth of a son or daughter, the placement of a son or daughter for adoption or foster care, to care for a family member with a serious health condition, or to care for a covered servicemember, the District may require the employee to continue taking leave until the end of the semester if the leave will last more than two weeks, and the employee would return to work during the two-week period before the end of the semester.

If an instructional employee begins leave during the three-week period before the end of a semester because of the birth of a son or daughter, the placement of a son or daughter for adoption or foster care, to care for a family member with a serious health condition, or to care for a covered servicemember, the District may require the employee to continue taking leave until the end of the semester if the leave will last more than five working days.

If an employee who is ready and able to return to work is required to remain on leave until the end of the semester under this section, only the period of leave until the employee is ready and able to return to work will be charged against the employee's 12-week FMLA leave entitlement, but the employee

will have the same rights with respect to benefits and job restoration as if the period were FMLA leave.

VIII. REQUIRED CERTIFICATION

It is your responsibility to provide the District with any information needed to determine whether your leave qualifies as FMLA leave. The FMLA requires you to respond to reasonable requests for information regarding your leave, and your failure to do so may result in delay or denial of your requested leave. You may be required to provide the certification or recertification supporting the need for leave.

IX. WHILE YOU ARE ON FMLA LEAVE

A. Unpaid Leave and Substitution of Paid Leave

FMLA leave is generally unpaid. However, if you have any vacation, sick or personal leave, or other paid leave available to you under applicable District policies or collective bargaining agreements, you will be required to use this paid leave concurrently with your FMLA leave, and to exhaust any available paid leave before any unpaid portion of your FMLA leave commences.

B. Group Insurance Benefits

If you are enrolled in the District's group health insurance plan and wish to continue this coverage while you are on FMLA leave, you will be responsible for paying the employee share of the premiums during any period of FMLA leave. The District will continue deducting premiums from your paycheck during any period during which paid time off is substituted for unpaid FMLA leave. The District will provide you with instructions for paying health insurance premiums during any period of unpaid FMLA leave. The District will continue to pay its share of the premiums for your group health insurance coverage while you are on FMLA leave, unless you notify the District of your intent not to return to work following leave. If you do not timely pay your share of health insurance premiums while you are on FMLA leave, you may be dropped from plan coverage until you return to work.

If you do not return to work upon completion of your FMLA leave, you may be required to repay the District for any premiums paid by the District to maintain your group health insurance coverage during your leave, unless the failure to return to work was due to the recurrence or onset of a serious health condition or injury or illness of a covered servicemember, which would otherwise entitle you FMLA leave, or due to other circumstances beyond your control.

C. Other benefits

The District is not obligated to maintain life insurance or other benefits while you are on FMLA leave. To continue such benefits during any period of unpaid FMLA leave, you will be required to pay the entire cost of such benefits. The District will provide you with instructions for making these payments.

Consistent with District policy for all types of leave, you will not accrue vacation, sick or personal leave or other benefits while you are on FMLA leave. Additionally, you will not be paid for holidays that occur during the leave. However, the leave period will be treated as continuous service (i.e., no breach of service) for purposes of vesting and eligibility to participate in the Illinois Teacher Retirement System or Illinois Municipal Retirement System.

X. REPORTING REQUIREMENTS DURING LEAVE

While on FMLA leave for an extended period of time, you will generally be required to contact Human Resources at least every 30 days to report on your status and confirm your intention to return to work on the scheduled date, as required under the District's usual and customary policies.

If you require an extension of FMLA leave, it is your responsibility to notify the District at least two business days before the expiration of your initial leave. Conversely, if you are able to return to work before the expiration of your initial leave, you must notify the District at least two business days before you return to work.

XI. REINSTATEMENT AT THE CONCLUSION OF LEAVE

If you timely return from FMLA leave and used the leave for the stated purpose, you generally will be reinstated to the same position you held when you began your leave, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment. However, you may not be reinstated if your employment would have terminated for reasons unrelated to your FMLA leave, or if you are unable to perform any essential functions of your job (with or without any required accommodations).

Before returning to work from FMLA leave lasting more than three consecutive work days (or for an absence of a shorter duration that gives rise to a reasonable safety concern regarding your ability to safely perform your job), you will be required to submit a certification from your health care provider that you are able to resume work. This certification must specifically confirm that you are able to perform the essential functions of your position, as set forth in the job description provided to you by the District.

XII. PROHIBITIONS

Consistent with the District's policy regarding all types of leave, the following conduct is strictly prohibited in relation to FMLA leave:

- Engaging in fraud, misrepresentation or providing false information to the District or any health care provider.
- Having other employment during the leave, without prior written approval from the District.
- Failure to comply with the employee's obligations under this policy.
- Failure to timely return from the leave.

Employees who engage in such conduct will be subject to loss of benefits, denial or termination of leave, and discipline, up to and including discharge.

XIII THE DISTRICT'S COMMITMENT

The District will not interfere with, restrain, or deny the exercise of any right provided by the FMLA, nor will it discharge or discriminate against any individual for opposing any practice or involvement in any proceeding relating to the FMLA. The District recognizes the coexistence of state and/or local laws regarding family and medical leave. Where such laws apply and provide greater family and medical leave rights than the FMLA, the District will comply with those laws. To the extent that anything in this procedure conflicts with any applicable collective bargaining agreement, the terms of the collective bargaining agreement will be controlling with respect to the employees covered by that agreement, provided that in all cases the District will comply with its obligations under the FMLA and applicable regulations as they may be amended from time to time.

DATED: March 15, 2010

Professional Personnel

Administrative Procedure - Plan to Ensure That All Teachers Who Teach Core Academic Subjects Are Highly Qualified

Actor	Requirements and Actions That Must Be Completed
<p>Superintendent or designee</p>	<p>Identify all core academic subjects and non-core subjects.</p> <p>For core academic subjects, recommend for hiring only teachers who are <i>highly qualified</i>, as defined by Title I of the Elementary and Secondary Education Act and its implementing regulations, State law, and Board of Education policy 5:190, <i>Teacher Qualifications</i>.</p> <p>Identify any teacher currently employed teaching a core subject who is not <i>highly qualified</i>.</p> <p>Inform the Principal of any teacher in his or her building teaching a core subject who is not <i>highly qualified</i>.</p> <p>Notify each teacher teaching a core subject and who is not <i>highly qualified</i> that federal law requires that all elementary and secondary teachers be <i>highly qualified</i>.</p> <p>Complete a roadmap for each not <i>highly qualified</i> teacher describing the specific activities that are appropriate to get the individual to <i>highly qualified</i> status within 2 years, benchmarks, proposed completion dates, resources necessary, date of completion, and a District contact person. These documents must be kept on file at the District office for ROE Teacher Audits and ISBE random audits. http://www.isbe.net/certification/pdf/RMNQT_form.pdf.</p> <p>Consult with the Principal and other administrative staff members about methods to ensure that core-subject teachers are <i>highly qualified</i>, such as through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies.</p> <p>Ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.</p>

DATED: March 15, 2010

Professional Personnel

Exhibit - Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications

On District letterhead

Date

Re: You May Request Your Child's Classroom Teachers' Qualifications

Dear Parents/Guardians:

As a parent/guardian of a student at a school receiving funds under Title I of the Elementary and Secondary Education Act, you have the right to request the professional qualifications of the teachers who instruct your child and the paraprofessionals, if any, who assist them. You may request the following information about each of your child's classroom teachers and their paraprofessional assistants, if any:

- Whether the teacher has met State certification requirements;
- Whether the teacher is teaching under an emergency permit or other provisional status by which State licensing criteria have been waived;
- The teacher's college major;
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the Department of Human Resources.

Sincerely,

Superintendent

DATED: March 15, 2010

Professional Personnel

Exhibit - Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Is Not *Highly Qualified*

On District letterhead

Date

Re: Your Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Is Not *Highly Qualified* as Defined by Federal Law

Dear Parents/Guardians:

All teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics) must be *highly qualified* for those assignments as determined by State and federal law.

The teacher listed below has taught your student’s class for the last four consecutive weeks. While the District is unable to verify that the teacher meets the federal law’s definition of *highly qualified*, our observations of his/her classroom indicate that he/she is providing a satisfactory educational program and experience.

If you have any questions concerning this notice, please contact the Department of Human Resources.

Teacher:_____

Subject:_____

Sincerely,
Superintendent

DATED: March 15, 2010

Professional Personnel

Exhibit - Letter to Teacher Who Is Not *Highly Qualified*

On District letterhead

Date

Re: Your Roadmap for Becoming a *Highly Qualified* Teacher

Dear [insert teacher's name]:

Teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics) are required to be *highly qualified* for those assignments. The criteria contained in 23 Ill.Admin.Code Part 25, Appendix D determine if a teacher is highly qualified. See [://www.ilga.gov/commission/jcar/admincode/023/02300025ZZ9996dR](http://www.ilga.gov/commission/jcar/admincode/023/02300025ZZ9996dR).

Our records indicate you are teaching without being *highly qualified*. Please contact your Human Resources department as soon as possible to cooperatively develop the ISBE-required *Roadmap for Each Not Highly Qualified Teacher*. If you believe this letter was sent to you by mistake, please contact the Director of Human Resources as soon as possible so that we may correct our records if appropriate.

Sincerely,

Superintendent

DATED: March 15, 2010

Professional Personnel

Administrative Procedure - Substitute Teachers

Qualifications

1. The Superintendent or designee maintains a list of substitute teachers in the District Administrative Office.
2. Substitute teachers are required to have a valid State of Illinois teaching certificate in the field(s) in which they substitute or a substitute teacher certificate.
3. Substitute teachers shall have the following credentials on file with the District Administrative Office.
 - a. Completed application for employment,
 - b. Evidence of teaching certificate registration,
 - c. Evidence of freedom from tuberculosis,
 - d. State and federal tax forms,
 - e. Transcript of college credits,
 - f. Form I-9, and
 - g. Written authorization for a fingerprint-based criminal history records check.
4. The Director of Human Resources or designee instigates a fingerprint-based criminal history records check or asks for one to be performed by the Regional Superintendent if the applicant is seeking concurrent positions in more than one district. The Superintendent or designee also performs a check of the Statewide Sex Offender Database (730 ILCS 152/115).
5. The District's equal employment opportunity policy applies to substitute teachers.

Duties of the Substitute Teacher

1. Keep and leave a status report of lesson plans completed and leave a report of the group's accomplishments.
2. Check, but not grade, all papers completed during the time worked.
3. Follow the regular teacher's plans and take any school duties that are the regular teacher's responsibility.
4. Leave blackboards, desks, and other equipment in order.
5. Leave a note reporting any unusual experience with a student during the day.
6. Hold as confidential any information concerning staff, parents, or students.
7. Be consistent in dealing with others; emphasize the positive, yet be firm and sympathetic.
8. When notified in time, arrive at least 20 minutes before the school period starts.
9. Check with the Department of Operations when reporting for substitute duty, and check with the substitute coordinator before leaving to see if you will be needed the next day.
10. If temporarily or permanently withdrawing from substitute work, inform the substitute coordinator.
11. Feel free to take any problems that you might have to the Director of Human Resources.

Compensation

1. The rate of pay for day to day substitute teachers is \$ 110.00 per day (\$122.00 for sub cadre) as established from time-to-time by the Board of Education.
2. Substitute teachers are employed and paid for only days actually worked. Substitutes are not paid for holidays, vacation days, institute days, or days of illness.
3. The substitute teacher must record each day of substitute teaching on a payroll card and submit the card, signed, to the substitute coordinator.

Assignment Procedures

Substitute teachers will be called as needed from the office of the substitute coordinator. Only teachers who are on the substitute teacher list, as compiled by the Superintendent or designee, may be called for substitute work.

District Responsibilities

The person arranging for a substitute teacher's service shall provide each substitute with the following:

1. District map with locations of District schools indicated,
2. School directory,
3. School calendar and handbook, and
4. District student discipline policy and procedures.

LEGAL REF.: 105 ILCS 5/21-9.
23 Ill.Admin.Code §1.790.

DATED: March 15, 2010

Professional Personnel

Exhibit - Unsatisfactory Performance Report for Substitute Teachers

To be submitted to the Substitute Coordinator. Please print.

Substitute's name _____ ID # _____

School _____ Assignment _____

Classroom teacher's name _____ Date of substitution _____

Areas of concern with a brief explanation:

- Arrived late and/or left early _____
- Inappropriate dress _____
- Improper language _____
- Lack of classroom control _____
- Accurate records not kept _____
- Failed to provide written feedback _____
- Physical aggression against student _____
- Received parental complaint _____
- Did not follow lesson plans or routines _____
- Other _____

Reported by: Student Staff Both

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

- Classroom/Teacher's name _____
- Grade level _____
- Building _____
- In any capacity _____

Department Chair's Signature _____ Date _____

DATED: March 15, 2010

Professional Personnel

Administrative Procedure – Suspensions

Suspension Without Pay

Actor	Action
Superintendent or designee	<p>Provide the professional employee with a written pre-suspension notification that includes:</p> <ol style="list-style-type: none"> 1. The reason(s) for the proposed suspension; 2. The date(s) and duration of the proposed suspension; 3. How the employee may request a hearing; and 4. The employee’s rights to be represented, present witnesses on his/her behalf, and cross-examine any witness who testifies against him/her.
Professional Employee	<p>If a hearing is desired, request within 5 calendar days of receipt of the pre-suspension notification, a hearing before the Superintendent.</p>
Superintendent or designee	<p>If a hearing is requested:</p> <ol style="list-style-type: none"> 1. Promptly schedule a hearing and give the employee written notification of its date, time, and place at least 5 calendar days before the hearing. This notification shall set forth the procedure to be followed at the hearing as stated below. <ol style="list-style-type: none"> a. The hearing shall be in closed session. b. The professional employee may be represented by a person of the employee’s choice. c. The school officials and the employee may make short opening statements. d. The school officials shall present their evidence in oral or written form. e. After the school officials conclude their evidentiary presentation, the employee may present evidence to refute the charges orally or in writing. f. Each party shall be afforded an opportunity to cross-examine all witnesses who testify and to examine all written evidence presented. g. The Board may receive all relevant oral and written evidence without regard to the legal rules of evidence, but shall consider the weight of the evidence in making a determination. h. The school officials and the employee may make closing statements at the conclusion of the hearing. i. The hearing may be recorded stenographically or by tape at the direction of either party at its own expense. If either party makes a recording, the other party shall be offered an opportunity to purchase a copy of the transcript or to reproduce the tape.

Actor	Action
	2. Appoint a hearing officer, if desired.
Superintendent and Professional Employee/Board of Education or Hearing Officer	Participate in hearing. The hearing officer, if one was used, shall prepare a written summary of the evidence for the Board.
Superintendent	Decide whether to suspend the professional employee. If a hearing officer was used, the Board may uphold, modify, or reverse the hearing officer's recommendation. If the teacher is not suspended, his or her personnel record shall be expunged of any notices or material relating to the suspension.

Suspension With Pay

Actor	Action
Superintendent or designee	<ol style="list-style-type: none"> <li data-bbox="646 827 1451 961">1. Inform the professional employee of a proposed suspension with pay by written or oral notice, which shall specify the reasons for the suspension. If the notice is oral, give written notice as soon as reasonable. <li data-bbox="646 978 1438 1142">2. Meet with the employee before the proposed suspension to discuss the reasons for the suspension. If the Superintendent or designee cannot, for reasonable cause, meet with the employee before the suspension, the Superintendent or designee shall attempt such a meeting after the suspension begins. <li data-bbox="646 1159 1386 1224">3. Give the professional employee written confirmation of the suspension as soon as reasonably possible.

DATED: March 15, 2010

Professional Personnel

Administrative Procedure - School Visitation Leave

Eligible employees

These administrative procedures apply to both professional staff and educational service personnel. An employee is eligible for a school visitation leave if he or she has worked for the District at least 6 consecutive months immediately before the request and works at least one-half of the full-time equivalent position. Periods when school is not in session will not count as a break in consecutive service.

School Conference and Activity Leave

An employee is entitled to 8 hours during any school year, no more than 4 hours of which may be taken on any given day, to attend school conferences or classroom activities related to the employee's child, if the conference or activity cannot be scheduled during non-work hours. Employees must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the employee, except sick and disability leave.

Request

An employee must request a school conference and activity leave in writing at least 7 days in advance; in an emergency situation, 24 hours notice is required. The employee must consult with the employer to schedule the leave so as to minimize disruption. A leave request may be denied if granting the leave would result in more than 5% of the work force, or work force shift, taking leave at the same time.

Compensation

A school visitation leave is unpaid. The District will attempt, however, to give the employee the opportunity to make-up the time taken for such a leave. The employee taking a visitation leave will not lose any benefits.

Verification

An employee returning from a school visitation leave must provide the Director of Human Resources with verification of the visitation from the school administrator of the school visited. Failure to provide this verification within 2 working days of the visitation will subject the employee to the standard disciplinary procedures for unexcused absences from work.

LEGAL REF.: 820 ILCS 147.

DATED: March 15, 2010

Educational Support Personnel

Exhibit - Agreement to Receive Compensatory Time-Off

The Board of Education has a policy of granting compensatory time-off to non-exempt employees in lieu of overtime pay for time worked in excess of 40 hours in any workweek. I have either received a copy of the policy or been told where it may be found or downloaded. I understand that:

1. I must obtain my supervisor’s express authorization to work overtime before working in excess of 40 hours in any workweek.
2. I will earn compensatory time-off at a rate of not less than one and one-half (1.5) hours for each one hour of overtime worked.
3. I will be allowed to use accrued compensatory time-off within a reasonable period after making a request to use it, provided that my absence would not unduly disrupt operations considering factors like emergency requirements for staff and the availability of qualified substitute staff.
4. My supervisor may require that I use my accrued compensatory time-off within a certain time period, may prohibit my use of accrued compensatory time-off on certain days, may require that I cash out my compensatory time-off after a particular time period, and may otherwise limit my use of compensatory time-off.

I agree to receive compensatory time-off in lieu of overtime pay for time worked in excess of 40 hours in any workweek, and I accept this as a condition of my employment.

Employee Signature

Date

Supervisor Signature (or designee)

Date

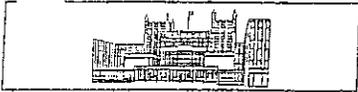
DATED: March 15, 2010

Educational Support Personnel

Exhibit - Overtime Authorization Sheet

Please refer to the following material:

DATED: March 15, 2010



Evanston Township High School District 202
 Human Resources Department
 1600 Dodge Avenue, Evanston, Illinois 60204-3494
 (847) 424-7210 Fax (847) 424-7215

OVERTIME AUTHORIZATION SHEET

When asked to work overtime, an employee is compensated through either subsequent compensatory time or additional wages both equal to time and one-half of the overtime or additional wages at the employee's time and one half rate. **SPECIFIC AND PRIOR APPROVAL BY AN ADMINISTRATOR/SUPERVISOR IS REQUIRED FOR EACH INSTANCE OF OVERTIME WORKED.**

PRIOR APPROVAL: Please indicate below the reason why this work cannot be completed during regular working hours.

_____, HAS BEEN APPROVED FOR
 (Name)

OVERTIME WORK ON _____
 (Date)

The amount of overtime worked was _____ hours.

Check one:

- Please credit for subsequent comp. time
- Please pay additional wages

 Employee Signature Date

 Administrator or Supervisor Signature Date

Please submit this form along with completed timesheet to Tova Campbell, Director of Human Resources (H113)

**EVANSTON TOWNSHIP HIGH SCHOOL DISTRICT 202
DISTRICT ADMINISTRATIVE PROCEDURES MANUAL
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Instruction

Administrative Procedure - Consequences for a SCHOOL Missing Adequate Yearly Progress

This procedure covers the District’s school(s) requirement to make AYP separate from that of the District itself. It also covers the consequences to a school for its failure to make AYP. The administrative procedure 6:15-AP2, *Consequences for a DISTRICT Missing Adequate Yearly Progress*, must also be implemented if the District misses AYP.

Introduction

“Adequate yearly progress” (AYP) represents the annual academic performance targets that the State, school districts, and schools must reach to be considered on track for 100% proficiency by school year 2013-14. See ISBE rules 1.50, 1.60, and 1.70, in Title 23, for a complete explanation. All students and subgroups of 45 or more within schools, school districts, and the State are calculated for AYP. The required subgroups are: White, Black, Hispanic, Asian, American Indian, multiracial/ethnic, Limited English Proficiency, students with disabilities, and low income. Schools begin facing State and/or NCLB sanctions after failing to make AYP for 2 consecutive years.

In order for a school to make AYP:

1. Each of 10 student groups (a composite group and 9 subgroups) must meet the 95% participation rate for the math assessment.
2. Each of 10 student groups (a composite group and 9 subgroups) must meet the 95% participation rate for the language arts assessment.
3. Each of 10 student groups (a composite group and 9 subgroups) must meet/exceed the performance target for the math assessment.
4. Each of 10 student groups (a composite group and 9 subgroups) must meet/exceed the performance target for the language arts assessment.
5. Must meet targets for graduation or attendance rates.

A safe harbor provision allows districts and schools to still make AYP if each subgroup that misses AYP reduces its percentage of students not meeting standards by 10% of the previous year’s percentage, plus the subgroup meets the attendance rate or graduation rate targets.

This procedure integrates State and federal consequences for missing AYP. Federal requirements are all beneath the heading, “**Title I Schools.**” Another way to differentiate a State requirement from a federal one is to check the legal citation. A citation to either U.S.C. or C.F.R. is to a federal requirement. U.S.C. is the abbreviation for *United States Code*. This publication contains all federal laws; Title 20 contains the NCLBA. C.F.R. is the abbreviation for *Code of Federal Regulations*. This publication contains all regulations promulgated by a U.S. administrative agency; Title 34 contains the regulations promulgated by the U.S. Dept. of Education to implement the NCLBA. ILCS is the abbreviation for *Illinois Compiled Statutes*. This publication contains all Illinois statutes. Chapter 105 contains The School Code. The responsibilities listed in this procedure are not necessarily in chronological order.

Each Year that the School Misses AYP:

Actor	Responsibility
ISBE	<p>State Law:</p> <p>Makes available technical assistance, including, without limitation, assistance with curriculum evaluation, the instructional process, student performance, school environment, staff effectiveness, school and community relations, parental involvement, resource management, leadership, data analysis processes and tools, school improvement plan guidance and feedback, information regarding scientifically based research-proven curriculum and instruction, and professional development opportunities for teachers and administrators. 105 ILCS 5/2-3.25h. ISBE also makes technical assistance available to assist the development of a Sin-</p>

Actor	Responsibility
	<p>gle School District Plan. 105 ILCS 5/2-3.25f(a), as amended by P.A. 94-875.</p> <p>Prepares the school report card and provides it to the District. 105 ILCS 5/10-17a(3)(d).</p> <p>Title I Schools: <i>(State law provides the process for many of these actions.)</i></p> <p>Prepares and implements an accountability plan for holding schools and districts accountable for student performance on and participation in State assessments. Annually reviews whether the District is: (1) making AYP, and (2) carrying out its responsibilities with respect to school improvement, technical assistance, parental involvement, and professional development. 20 U.S.C. §6311, 34 C.F.R. §200.50(a).</p>
<p>Superintendent and/or School Board</p>	<p>State Law:</p> <p>Regardless of whether a school or the District makes AYP, disseminates the annual school report card. 105 ILCS 5/10-17a.</p> <p>Ensures when reporting achievements that no individual student can be identified and that the student record and privacy laws are followed.</p> <p>Verifies the data received from ISBE to eliminate the possibility that a data mistake caused the school to miss AYP.</p> <p style="padding-left: 40px;">Within 30 days after receipt of data from ISBE, the Superintendent must notify ISBE of unresolved problems with the preliminary data. ISBE has an additional 15 days to make necessary corrections. If the areas of concern are not resolved, the Board may use the \$1.95 appeal procedure. 23 Ill.Admin.Code §1.30(e).</p> <p>Decides whether to request a waiver or modification of ISBE's rules or a modification of mandates contained in <u>The School Code</u>; the request may not pertain to compliance with NCLBA. 105 ILCS 5/2-3.25g.</p> <p>Investigates the reasons for missing AYP. Identifies any underlying staffing, curriculum, or other problems in the school. The Superintendent should report the information to the Board along with recommendations to increase the likelihood the school would make AYP next year. The Board acts, based on the Superintendent's recommendation, to increase the likelihood the school will make AYP in the future.</p> <p>Monitors the likelihood the school will miss AYP the next school year.</p> <p>Title I Schools: <i>(State law provides the process for many of these actions.)</i></p> <p>Uses the results of the State assessment system to annually review each school's progress to determine whether each school is making AYP. 34 C.F.R. §200.30(a). Publicizes and disseminates the results of its annual progress review to parents, teachers, principals, schools, and the community. 34 C.F.R. §200.30(d).</p> <p>Reviews the effectiveness of school activities regarding parental in-</p>

Actor	Responsibility
	volvement, professional development, and other activities. 34 C.F.R. §200.30(e).

After SECOND Consecutive Year of Missing AYP:

- School placed on State Academic Early Warning Status. 105 ILCS 5/2-3.25d(a), as amended by P.A. 94-875.
- Federal school improvement 1 status. 34 C.F.R. §200.32.

Actor	Responsibility
ISBE	<p>Performs all tasks identified for ISBE in the first table, “Each Year that the School Misses AYP.”</p> <p>Acknowledges the school’s placement on Academic Early Warning Status as provided in 105 ILCS 2-3.25d, as amended by P.A. 94-875.</p> <p>Title I Schools: <i>(State law provides the process for many of these actions.)</i></p> <p>Performs all tasks identified for ISBE in the first table, “Each Year that the School Misses AYP.”</p>
Superintendent and/or School Board	<p>State Law:</p> <p>Performs all tasks identified for the Superintendent and/or Board in the first table, “Each Year that the School Misses AYP.”</p> <p>Decides whether to appeal. 105 ILCS 5/2-3.25d(a), as amended by P.A. 94-875.</p> <p>The District may request an appeal of a school’s status level, recognition level determined pursuant to 105 ILCS 5/2-3.25f, or corrective actions undertaken by ISBE pursuant to 105 ILCS 5/2-3.25f or the No Child Left Behind Act of 2001. The District must submit its appeal within 30 days after receipt of notification from ISBE of a School’s or the District’s status level, recognition level, or corrective action, or by September 1 of the calendar year in which the notification occurs, whichever occurs later. In the event of an appeal, the Superintendent shall send a written request to ISBE for consideration by the Appeals Advisory Committee. 105 ILCS 5/2-3.25m, 23 Ill.Admin.Code 1.95.</p> <p>Prepares a revised School Single District Plan or amendments thereto; the Board must approve the Plan. 105 ILCS 5/2-3.25d(a), as amended by P.A. 94-875.</p> <p>The Plan must be prepared in collaboration with parents and staff. It must address measurable outcomes for improving student performance so that such performance meets AYP criteria as specified by ISBE. 105 ILCS 5/2-3.25d(c), as amended by P.A. 94-875. The requirement to obtain ISBE’s approval of a Plan conflicts with subsequent legislation (P.A. 94-875) and is therefore unenforceable. All revised plans must “be developed, submitted, and monitored pur-</p>

Actor	Responsibility
	<p>suant to [ISBE rules].” By rule, ISBE has listed the required components of a Single School District Plan. 23 Ill.Admin.Code §1.85. The components are from federal law as listed below.</p> <p>Title I Schools: <i>(State law provides the process for many of these actions.)</i></p> <p>Performs all tasks identified for the Superintendent and/or Board in the first table, “Each Year that the School Misses AYP.”</p> <p>Not later than 3 months after identifying a school for school improvement, prepares and/or amends a Single School District Plan. 34 C.F.R. §200.41. The Plan shall:</p> <ol style="list-style-type: none"> 1. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the District (20 U.S.C. §6316(c)(7)(A)(i)); 2. Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards (20 U.S.C. §6316 (c)(7)(A)(ii)); 3. Address the professional development needs of the instructional staff serving the school (20 U.S.C. §6316 (c)(7)(A)(iii)); 4. Include specific measurable achievement goals and targets for each subgroup of students, consistent with adequate yearly progress (20 U.S.C. §6316(c)(7)(A)(iv)); 5. Address the fundamental teaching and learning needs in the school and the specific academic problems of low-achieving students, including a determination of why the District's prior plan failed to bring about increased student academic achievement (20 U.S.C. §6316 (c)(7)(A)(v)); 6. Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year (20 U.S.C. §6316 (c)(7)(A)(vi)); 7. Specify any requests to ISBE for technical assistance related to the plan and the District's fiscal responsibilities, if applicable, under Section 1120A of NCLB (20 U.S.C. §6316 (c)(7)(A)(vii)); 8. Include strategies for promoting effective parental involvement in the District's schools (20 U.S.C. §6316 (c)(7)(A)(viii)); and 9. Include a process for monitoring progress and revising the plan as needed.

After THIRD Consecutive Year of Missing AYP:

- School remains on State Academic Early Warning Status, Year 2. 105 ILCS 5/2-3.25d(a), as amended by P.A. 94-875.
- Federal school improvement 2 status. 34 C.F.R. §200.32.

Actor	Responsibility
ISBE	<p>State Law:</p> <p>Performs all tasks identified for ISBE in the first table, “Each Year that</p>

Actor	Responsibility
	<p>the School Misses AYP.”</p> <p>Acknowledges the school’s placement on Academic Early Warning Status as provided in 105 ILCS 2-3.25d, as amended by P.A. 94-875.</p>
<p>Superintendent and/or School Board</p>	<p>State Law:</p> <p>Performs all tasks identified for the Superintendent and/or Board in the second table, “After SECOND Consecutive Year of Missing AYP.”</p> <p>Title I Schools: <i>(State law provides the process for many of these actions.)</i></p> <p>Performs all tasks identified for the Superintendent and/or Board in the second table, “After SECOND Consecutive Year of Missing AYP.”</p> <p>May delay the implementation of year 2 of the school improvement if, after undergoing one year of school improvement, the school: (1) makes AYP; or (2) does not make AYP due to exceptional or uncontrollable circumstances, e.g., natural disaster or a precipitous and unforeseen decline in financial resources. Any delay may not be taken into account in determining the number of years a school has missed AYP. 34 C.F.R. §200.35.</p>

After FOURTH Consecutive Year of Missing AYP:

- School placed on State Initial Academic Watch Status. 105 ILCS 5/2-3.25d(a), as amended by P.A. 94-875.
- Federal corrective action status. 34 C.F.R. §§200.33(a), 200.42.

Actor	Responsibility
<p>ISBE</p>	<p>State Law:</p> <p>Performs all tasks identified for ISBE in the first table, “Each Year that the School Misses AYP.”</p> <p>Acknowledges the school’s placement on Academic Watch Status. 105 ILCS 105 ILCS 2-3.25d, as amended by P.A. 94-875.</p> <p>The State Superintendent’s authority to appoint a “school improvement panel” for a school in Academic Watch Status was repealed by P.A.94-875.</p>
<p>Superintendent and/or School Board</p>	<p>State Law:</p> <p>Performs all tasks identified for the Superintendent and/or Board in the second table, “After SECOND Consecutive Year of Missing AYP.”</p> <p>Title I Schools: <i>(State law provides the process for many of these actions.)</i></p> <p>Performs all tasks identified for the Superintendent and/or Board in the second table, “After SECOND Consecutive Year of Missing AYP.”</p> <p>Identifies the school for corrective action. The identification should be made before the beginning of the school year following the year in</p>

Actor	Responsibility
	<p>which the school failed to make AYP for a fourth consecutive year. 34 C.F.R. §200.42. Selects at least one of the following options, provided it is consistent with State law [34 C.F.R. §200.42(a)(3)]:</p> <ul style="list-style-type: none"> • Replaces the school staff that are relevant to the school’s failure to make AYP. §200.42(b)(4)(i). • Implements a new curriculum along with appropriate professional development. §200.42(b)(4)(ii). • Decreases management authority at the school level. §200.42(b)(4)(iii). • Uses outside experts to advise the school on revising and implementing the Single School District Plan. §200.42(b)(4)(iv). • Extends the length of the school day/year. §200.42(b)(4)(v). • Restructures the internal organization. §200.42(b)(4)(vi). <p>May delay the implementation of corrective action if, after undergoing one year of school improvement, the school: (1) makes AYP; or (2) does not make AYP due to exceptional or uncontrollable circumstances, e.g., natural disaster or a precipitous and unforeseen decline in financial resources. Any delay may not be taken into account in determining the number of years a school has missed AYP. 34 C.F.R. §200.35.</p> <p>Notifies parents/guardians of students enrolled in a school identified for corrective action of that identification as well as of the availability of school choice and/or supplemental services. 34 C.F.R. §§200.37, 200.39.</p>

After FIFTH Consecutive Year of Missing AYP:

- School remains on State Academic Watch Status. 105 ILCS 5/2-3.25d(a), as amended by P.A. 94-875.
- Federal restructuring planning year. 34 C.F.R. §200.43.

Actor	Responsibility
ISBE	<p>State Law:</p> <p>Performs all tasks identified for ISBE in the first table, “Each Year that the School Misses AYP.”</p> <p>Acknowledges the school’s placement on Academic Watch Status. 105 ILCS 105 ILCS 2-3.25d, as amended by P.A. 94-875.</p> <p>The State Superintendent’s authority to appoint a “school improvement panel” for a school in Academic Watch Status was repealed by P.A.94-875.</p>
Superintendent and/or School Board	<p>State Law:</p> <p>Performs all tasks identified for the Superintendent and/or Board in the second table, “After SECOND Consecutive Year of Missing AYP.”</p> <p>Approves a school restructuring plan. 105 ILCS 5/2-3.25d(a), as amended by P.A. 94-875. ISBE rule prescribes the mandated contents of</p>

Actor	Responsibility
	<p>a restructuring plan and a timeline for completion. 23 Ill.Admin.Code §1.85(d). 105 ILCS 5/2-3.25n protects the existing rights of employees.</p> <p>Title I Schools: <i>(State law provides the process for many of these actions.)</i></p> <p>Performs all tasks identified for the Superintendent and/or Board in the second table, “After SECOND Consecutive Year of Missing AYP.”</p> <p>Identifies that the school is in restructuring. The identification should be made before the beginning of the school year following the year in which the school failed to make AYP for a fifth consecutive year. 34 C.F.R. §§200.34, 200.43. Prepares a restructuring plan containing one of the following alternative governance arrangements, provided it is consistent with State law [34 C.F.R. §200.43(a)(3)]:</p> <ul style="list-style-type: none"> • Reopens the school as a public charter school. 34 C.F.R. §200.43(b)(3)(i). • Replaces all or most school staff, including the Building Principal, who are relevant to the school’s failure to make AYP. 34 C.F.R. §200.43(b)(3)(ii). • Contracts with an entity to operate the school as a public school. 34 C.F.R. §200.43(b)(3)(iii). • Turns the school’s operation over to the State. 34 C.F.R. §200.43(b)(3)(iv). • Makes any other major restructuring of the school’s governance arrangement. 34 C.F.R. §200.43(b)(3)(v). <p>May delay the implementation of restructuring if, after undergoing one year of school improvement, the school: (1) makes AYP; or (2) does not make AYP due to exceptional or uncontrollable circumstances, e.g., natural disaster or a precipitous and unforeseen decline in financial resources. Any delay may not be taken into account in determining the number of years a school has missed AYP. 34 C.F.R. §200.35.</p> <p>Notifies parents/guardians and teachers that the Board has identified the school for restructuring and gives them an opportunity to give comment and participate in the development of the restructuring plan. 34 C.F.R. §200.43(b)(4).</p> <p>Notifies parents/guardians of students enrolled in a school identified for restructuring of the availability of school choice and/or supplemental services. 34 C.F.R. §§200.37, 200.39.</p> <p>Continues to implement corrective action. 34 C.F.R. §200.42.</p> <p>If the school is rural, determines whether to request technical assistance from the Secretary of the U.S. Department of Education. 34 C.F.R. §200.43(d).</p>

After SIXTH Consecutive Year of Missing AYP

- School remains on State Academic Watch Status. 105 ILCS 5/2-3.25d(a), as amended by P.A. 94-875.
- Federal restructuring status.

Actor	Responsibility
ISBE	<p>State Law:</p> <p>Performs all tasks identified for ISBE in the first table, “Each Year After Missing AYP.”</p> <p>Acknowledges the school’s placement on Academic Watch Status. 105 ILCS 105 ILCS 2-3.25d, as amended by P.A. 94-875.</p>
Superintendent and/or School Board	<p>State Law:</p> <p>Performs all tasks identified for the Superintendent and/or Board in the second table, “After SECOND Consecutive Year of Missing AYP.”</p> <p>Implements the approved school restructuring plan, subject to State interventions. 105 ILCS 5/2-3.25d(a), as amended by P.A. 94-875. 105 ILCS 5/2-3.25n protects the existing rights of employees.</p> <p>Title I Schools: <i>(State law provides the process for many of these actions.)</i></p> <p>Performs all tasks identified for the Superintendent and/or Board in the fifth table, “After FIFTH Consecutive Year of Missing AYP.”</p>

After SEVENTH Consecutive Year of Missing AYP:

- School remains on State Academic Watch Status. 105 ILCS 5/2-3.25d(a), as amended by P.A. 94-875.

Actor	Responsibility
ISBE	<p>State Law:</p> <p>Performs all tasks identified for ISBE in the first table, “Each Year that the School Misses AYP.”</p> <p>Acknowledges the school’s placement on Academic Watch Status. 105 ILCS 2-3.25d, as amended by P.A. 94-875.</p>
Superintendent and/or School Board	<p>State Law:</p> <p>Performs all tasks identified for the Superintendent and/or Board in the sixth table, “After SIXTH Consecutive Year of Missing AYP.”</p> <p>Title I Schools: <i>(State law provides the process for many of these actions.)</i></p> <p>Performs all tasks identified for the Superintendent and/or Board in the fifth table, “After FIFTH Consecutive Year of Missing AYP.”</p>
ISBE	<p>State Law:</p> <p>Takes one of the following actions for the school: 105 ILCS 5/2-3.25f(b).</p>

Actor	Responsibility
	<ol style="list-style-type: none"> <li data-bbox="607 256 1472 386">1. Authorizes the State Superintendent to direct the Regional Superintendent to remove Board members pursuant to Section 3-14.28. Prior to such direction ISBE shall permit members of the Board to present written and oral comments to it. <li data-bbox="607 396 1472 527">2. Directs the State Superintendent to appoint an Independent Authority that shall exercise such powers and duties as may be necessary to operate the school or District for purposes of improving pupil performance and school improvement. <li data-bbox="607 537 1472 604">3. Changes the recognition status of the school or District to non-recognized. <li data-bbox="607 615 1472 711">4. Authorizes the State Superintendent to direct: (a) the reassignment of students; or (b) the reassignment or replacement of school District personnel who are relevant to the failure to meet AYP criteria.

DATED: March 15, 2010

Instruction

Administrative Procedure – Compliance Steps for Providing Supplemental Educational Services

Definitions

“Supplemental Educational Services” (SES) means tutoring and other supplemental academic enrichment services that are: (1) in addition to instruction provided during the school day; (2) specifically designed to increase the academic achievement of eligible students and enable them to meet or exceed State academic achievement standards; and (3) of high quality and research-based. 34 C.F.R. §200.45.

Resources

- 20 U.S.C. §1116(e) of the No Child Left Behind Act (portion of NCLB relating to SES).
- 34 C.F.R. Part 200 (U.S. Department of Education’s rules relating to Supplemental Educational Services).
- “Supplemental Educational Services Non-Regulatory Guidance,” published by the U.S. Dept. of Education.

Initial Administrative Steps

- Identify an individual(s) to supervise and monitor the provision of SES in the District and each school.
- Design a generic provider agreement that can be tailored to a particular student and provider using cost-effective methods. The agreement’s mandatory provisions are listed in the section below on “Executing the Parent’s Choice of SES Provider.”
- Request an exemption from ISBE of the SES requirement if ISBE determines that no approved provider can make services available in the District, within the District’s general geographic location, or via distance learning. In which case, provide evidence that it cannot provide SES. Prior to making a request, consider using distance-learning technologies to make SES available to eligible students. See 34 C.F.R. §200.45(c)(4) and “Supplemental Educational Services Non-Regulatory Guidance,” III, G-5, U.S. Dept. of Education.
- Determine how the District will fund SES. See “Supplemental Educational Services Non-Regulatory Guidance,” V, U.S. Dept. of Education.

Determine Which Students Will Be Offered SES

- All children from low-income families are eligible to receive SES. 34 C.F.R. §200.45(b); “Supplemental Educational Services Non-Regulatory Guidance,” III, F, U.S. Dept. of Education.
- If sufficient funds are not available to serve all eligible children, give priority to the lowest-achieving eligible students. 20 U.S.C. §1116(b)(10)(C); 34 C.F.R. §200.45(b).
- Set priorities to select eligible students to receive SES.

One possible approach is for the school to select a cut-off score on an assessment either on a school-by-school basis or across all identified District schools. The District may also decide to concentrate services on the lowest-achieving students in particular grades or on those students in the subgroups that caused the school to be identified. Whatever measure the District selects, it should apply it fairly and equitably. “Supplemental Educational Services Non-Regulatory Guidance,” III, F, U.S. Dept. of Education.

- SES must be provided until the end of the school year in which such services were first received. 20 U.S.C. §1116(e)(8). However, the sufficiency of funds and the intensity of services selected (e.g., the number of sessions per week), may limit the availability of services to a shorter period of time.

Parent Involvement

- At least annually, notify eligible students’ parents/guardians of the availability of SES. 20 U.S.C. §1116(e)(2)(A); 34 C.F.R. §§200.37(b)(5), 200.46(a)(1); “Supplemental Educational Services Non-Regulatory Guidance,” E-2, U.S. Dept. of Education.
- This notice must:
 1. Identify each approved SES provider that is within the District, in the District’s general geographic location, or accessible through technology such as distance learning;
 2. Describe the services, qualifications, and evidence of effectiveness for each provider;
 3. Describe the procedures and deadline for selecting a provider; and
 4. Be easily understandable and, to the extent practicable, in a language the parents can understand.
- Ensure that parents have comprehensive, easy-to-understand information about supplemental educational services.
- Establish a reasonable deadline for parents to make their selection.
- Give parents sufficient time and information to make an informed decision about requesting SES and selecting a provider. According to “Supplemental Educational Services Non-Regulatory Guidance,” E-3, U.S. Dept. of Education:
 1. The school should allow a rolling enrollment for services, as long as eligible students are served and priorities are respected as necessary.
 2. The school may also provide SES to students who are newly enrolled in the school.
 3. If sufficient funds are unavailable to serve all students eligible to receive SES, notify parents that priorities will be set in order to determine which of the eligible students may receive these services.
- Consider multiple avenues for providing general information about SES, including newspapers, Internet, or notices mailed home.
- Help parents choose a provider, if requested. 20 U.S.C. §1116(e)(2)(B); “Supplemental Educational Services Non-Regulatory Guidance,” F-1, U.S. Dept. of Education
 Parents may select any provider from the State-approved list, as long as that provider has been approved for our area. Their selection may also include any approved provider that uses e-learning, online, or distance learning technology to provide supplemental educational services.
- If a specific provider does not have enough spaces to serve all the students who want it, establish fair and equitable procedures for selecting students to receive services, giving consideration to allocating such spaces consistent with the priority to serve the lowest-achieving eligible children.

Executing the Parent’s Choice of SES Provider

- Enter into an agreement with a provider selected by the parents/guardians of eligible children that includes the following: [20 U.S.C. §1116(e)(3); 34 C.F.R. 200.46(b)(2); “Supplemental Educational Services Non-Regulatory Guidance,” G-2, U.S. Dept. of Education.]
 1. Specific achievement goals for the student, which must be developed in consultation with the student’s parents/guardians;
 2. A description of how the student’s progress will be measured and how the student’s parents/guardians and teachers will be regularly informed;

3. A timetable for improving the student's achievement;
 4. For a student with disabilities, the agreement must be consistent with the student's individualized education program under Section 614(d) of IDEA and, for a student covered under Section 504, the agreement must be consistent with the provision of an appropriate education under Section 504;
 5. A provision for terminating the agreement if the provider fails to meet student progress goals;
 6. A provision governing payment for the services;
 7. A provision prohibiting the SES provider from disclosing to the public any eligible student's identity without the student's parents/guardians' written permission; and
 8. An assurance that SES will be provided consistent with applicable civil rights laws.
- The District will not provide transportation to off-site providers.

Evaluating SES Providers

- Provide ISBE information regarding the quality and effectiveness of the SES providers' services. 20 U.S.C. §1116(e)(2); "Supplemental Educational Services Non-Regulatory Guidance," D, U.S. Dept. of Education.

Privacy

- Protect the privacy of students who receive SES. 20 U.S.C. §1116(e)(2)(D); 34 C.F.R. §200.46(a)(6).
- Do not give SES providers students' names who are eligible to receive SES without the students' parents/guardians' prior written consent. "Supplemental Educational Services Non-Regulatory Guidance," F-8, U.S. Dept. of Education.

DATED: March 15, 2010

Instruction

Exhibit - Notice to Parents of Children Enrolled in a School that Missed AYP for Two or More Consecutive Years (English)

Please refer to the following materials:

DATED: March 15, 2010



Evanston Township High School

1600 Dodge Avenue
Evanston, Illinois 60204
[847] 424-7171 ~ 424-7172 fax

August 10, 2009

Dear Parent/Legal Guardian,

In January 2002, a new federal education law called No Child Left Behind (NCLB) was signed into law. NCLB requires states, districts and schools to meet specific achievement targets in math and reading, as well as a set of other academic indicators at the high school level. Each year, the targets for reading and math are higher. For spring 2009, 70 percent of all junior students at each high school in Illinois were required to meet proficiency standards (or make safe harbor) in reading and math as measured by the Prairie State Achievement Examination (PSAE) and the Illinois Alternate Assessment (IAA)¹. In addition to all students meeting these targets, the following subgroups were required to meet proficiency standards: ethnic groups, students with disabilities, limited English proficient students and low-income students. The law also requires a 95 percent participation rate on the PSAE as well as improvement in graduation rates. Collectively, these targets are known as adequate yearly progress (AYP).

PSAE results for Spring 2009 show ETHS did not make all AYP targets. Out of 24 targets, we missed targets for two reading subgroups, Black students and students with disabilities, and for three math subgroups, Black students, students with disabilities, and economically disadvantaged students. Although we did not make AYP for these groups, we did show improvement for students with disabilities in reading and math and for economically disadvantaged students. ETHS still remains in what the federal government calls "Restructuring." ETHS must meet AYP for all 24 targets two years in a row to move out of Restructuring.

According to the state, Restructuring means the school has failed to make adequate yearly progress for at least five years and in addition to offering public school choice and supplemental educational services, other options might include reopen as a charter school, replace all or most of the staff, enter into a contract with an entity, state takeover, or implement any other major restructuring of the school's governance. Specifically, schools in this category are required by NCLB to offer students after school tutoring or the option to transfer to another school that has made AYP within the same district (with transportation provided by the district). Since Evanston Township High School District has only one high school, this choice is not available. As required by law, we did inquire whether any of our neighboring school districts (there was only one) that met AYP were willing to accept any of our students for "choice" purposes. No districts making AYP were willing to enter into an intergovernmental agreement with us. Our restructuring status requires that we implement a special plan this year to address students not making AYP. Many Chicago and surrounding suburban high schools did not make AYP. In the fall, the state will release our district's report card in which you can find information about how our school compares to the state. This information will be available on our school website: <http://www.eths.k12.il.us/reportcard/> or at the high school main office.

To address the test scores, we are identifying specific strategies and implementing programs to prepare students for the state tests. Some of these interventions include instruction in test-taking skills and special programs focused on targeting students who are performing below standards. We are instituting curricular change, implementing a comprehensive literacy initiative, and are expanding our System of Support for students who need help in their courses.

We also recognize there are numerous ways to measure achievement. Please know that our ACT, SAT, Advanced Placement and other academic indicators continue to be strong and well above national averages. There are students in all ethnic, disabilities, and low-income subgroups who do quite well. Our graduation rate is well above the state average for our total population. Longitudinal analyses of EXPLORE, PLAN and ACT tests indicate gains for all ethnic groups from eighth to tenth grade and from tenth to twelfth grade.

We ask for your help in our efforts to improve the quality of education at our school. Periodically, we have openings on the School Improvement Team. Let us know if you have an interest in serving if an opening occurs. Your continued support and belief that our school can help all students meet high standards is important to us and we are making every effort to ensure all children at our school succeed. Should you have any questions, please feel free to contact Judith Levinson at (847) 424-7171.

Sincerely,

Eric Witherspoon,
Superintendent

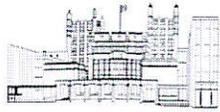
¹ Administered to special education students for whom the PSAE is inappropriate

Instruction

Exhibit - Notice to Parents of Children Enrolled in a School that Missed AYP for Two or More Consecutive Years (Spanish)

Please refer to the following materials:

DATED: March 15, 2010



Evanston Township High School

10 de Agosto del, 2009

Estimados Padres y Tutores Legales,

En enero del 2002, fue aprobada una nueva ley federal llamada "Que ningún niño se quede atrás" (No Child Left Behind – NCLB). Esta ley exige que los estados, distritos y escuelas cumplan unas metas de rendimiento académico en matemáticas y en lectura, así como otro conjunto de indicadores académicos al nivel de escuela secundarias. Cada año las metas para lectura y matemáticas son mas altos. En la primavera del 2009, se exigió que un 70% de los estudiantes del tercer año ("juniors") cumplieran los estándares de competencia tal como se miden por la Prueba de Rendimiento Prairie State – PSAE, y la Evaluación Alternativa de Illinois (IAA)². Además de cumplir estas metas para todos los estudiantes, se exigió que los siguientes subgrupos también cumplieran estas metas: grupos étnicos, estudiantes con limitaciones físicas, estudiantes con nivel de competencia en ingles limitados y estudiantes de familias de bajos recursos económicos. La ley también exige que se cumplan un 95% de la participación en tomar la prueba PSAE y que haya una mejoría en el número de estudiantes que se gradúan. De una manera colectiva, estas metas son conocidas como Progreso Anual Adecuado (AYP).

Los resultados (PASE) de la Primavera 2009 mostraron que la escuela ETHS no cumplió todas las AYP metas, fallaron en dos metas de lectura los grupos de estudiantes Afro – Americanos y estudiantes con limitaciones físicas, también fallaron en matemáticas los grupos de estudiantes Afro – Americanos, estudiantes con limitaciones físicas y estudiantes con desventajas económicas. Aunque no se lograron (AYP) las metas para estos grupos se mostró cierta mejoría, para los estudiantes con limitaciones físicas en lectura y en matemáticas, al igual con estudiantes con desventajas económicas. La escuela ETHS aún se mantiene en lo que el gobierno federal llama "Re-estructura", La escuela ETHS deberá cumplir AYP para todas las 24 metas, dos años de seguido, para ha sí poder seguir adelante y salir del programa de "Re-estructura."

De acuerdo con el estado, "Reestructuración significa que la escuela ha fallado en cumplir un progreso anual adecuado por cinco años, y además de ofrecer otras opciones de escuelas publicas y ayuda con servicios educativos adicionales, otras opciones pueden incluir reemplazar todos o la mayoría del personal, adquirir un contrato privado, ser controlados por el estados, o poner otra reestructuración general del gobierno en la escuela. Específicamente, las escuelas que están en esta categoría están obligadas por las ley (NCLB) a ofrecer a los estudiantes tutoría después de la escuela o la opción de transferir a sus estudiantes a otra escuela dentro del distrito que allá cumplido el progreso anual adecuado (AYP) (con trasporte pagado por el distrito). Debido a que el distrito escolar del municipio de Evanston, solo tiene una escuela secundaria esta opción no es posible. Como la ley lo exige, preguntamos ha algunas de las escuelas en los distritos vecinos que han cumplido su progreso anual adecuado (solo una) estaría dispuesta a recibir a cualquier de nuestros estudiantes si así es necesario. Ningún distrito que cumple el progreso anual adecuado quiso entrar en un acuerdo intergubernamental con nosotros. Muchas de las escuelas de Chicago y otros suburbios cercanos no cumplieron estas metas. Por otro lado, nuestros estudiantes mostraron un gran progreso. Pueden encontrar más información sobre el lugar que ocupa nuestra escuela en comparación con el estado en la página Web de la escuela: <http://www.eths.k12.il.us/reportcard/>.

Para dar respuestas a las exigencias de la Prueba de Rendimiento de Prairie State (PSAE), estamos identificando estrategias específicas y poniendo en práctica programas para preparar a los estudiantes para esta prueba. Algunas de estas estrategias incluyen instrucciones de como tomar exámenes y otros programas específicos, dirigidos a estudiantes quienes su rendimiento esta por de bajo de lo que es requerido. Hemos establecido en el currículo y puesto en práctica un nuevo Sistema de Apoyo para los estudiantes con riesgo de fallar o reprobado sus cursos.

Nosotros reconocemos que hay muchas maneras de medir el progreso. Por favor sepan que nuestros ACT, SAT, clases avanzadas y otras medidas académicas, continúan siendo buenas, fuertes y por encima de las medidas nacionales. Hay estudiantes en todos los grupos étnicos, con limitaciones físicas, al igual que otros estudiantes de bajo nivel económico que han hecho muy bien en su progreso. Nuestro nivel de graduados esta por encima del promedio de nuestra población total. Un análisis extenso de las pruebas EXPLORE, PLAN y ACT indican una mejoría en todos los grupos étnicos desde el 8° al 10° grado y del 11° al 12° grado.

Les pedimos su ayuda en el esfuerzo de mejorar la calidad de educación en nuestra escuela. A veces tenemos vacantes en el Equipo para Mejora de la Escuela. Por favor, háganos saber si están interesados en cubrir algunas de estas vacantes. Su apoyo continuo y su convicción de que nuestra escuela puede ayudar a todos los estudiantes a cumplir estas metas es importante para nosotros y estamos haciendo todo lo posible para asegurar que todos los jóvenes en esta escuela tengan éxito. Si tienen alguna pregunta, por favor llame a Judith Levinson al (847) 424-7171.

Atentamente,

Eric Witherspoon,
Superintendente

² Administrada a estudiantes de educación especial para quienes la prueba PSAE no es apropiada

Instruction

Exhibit – Application for Supplemental Educational Services

Please see the following materials:

DATED: March 15, 2010



Evanston Township High School

1600 Dodge Avenue
Evanston, Illinois 60204
[847] 424-7171 ~ 424-7172 *fax*

Dear Parent/Guardian,

As a result of the federal No Child left Behind Act, your child can receive extra help called “Supplemental Services” in the areas of math, reading, and language arts.

You can receive this free tutoring because your child’s school is in “school improvement,” and your family meets the income limits under the law. Our school has been identified for improvement because it has not made adequate yearly progress on state measures of academic achievement.

A list of approved tutoring programs in your area is enclosed. These programs have been approved by the Illinois State Board of Education. You can choose the free tutoring program from the provided list that you feel is best for your child. Tutoring will be available after school.

When deciding which tutoring program is best for your child, you may want to consider the following questions:

- When and where will the tutoring take place (at school, or a community center)?
- How often and for how many hours in total will your child be tutored?
- What programs, by grade levels and subject areas, are available for your child?
- What type of instruction will the tutor use (small group, one on one, or the computer)?
- What are the tutors’ qualifications?
- Can the tutor help if your child has disabilities or is learning English?

Federal Funds for tutoring will support a limited number of students. We may not be able to fulfill all parent requests. We encourage you to take advantage of this program. In the event that more students apply than can be accommodated, priority will be given to low-performing students.

ETHS cannot vouch for these providers, nor take any legal or educational responsibilities for their actions.

Please call Judith Levinson, Director of Research, Evaluation and Assessment (847) 424-7171, if you have any questions about these services. If you would like to take advantage of this tutoring program, you should fill out the enclosed provider selection form and mail it to Judith Levinson, Director of Research, Evaluation & Assessment, Evanston Township High School, 1600 Dodge Avenue, Evanston, Illinois, 60204. We have provided an envelope for your convenience. Applications are due by _____ To insure a space in this program, you must respond by this deadline. After you respond, you will receive a letter from ETHS, with information confirming your spot in the program and when the free tutoring will begin.

Thank you.

Judith Levinson, Ph.D.
Director of Research, Evaluation and Assessment

JL/ej

Enclosures: Approved Provider Selection List
 Request for Supplemental Service Form
 Return Envelope

Supplemental Educational Service Approved Provider Selection List

Name of Provider	Subject of Areas & Service				Place of Service	When	Group Type	Misc
	Reading	Math	Special Ed.	Support for ELL				
	Yes	Yes	Yes	Yes	ETHS or Offsite	After School (two times a week)	Small Groups	No Fridays or Saturdays
	Yes	Yes	Yes	Yes	ETHS	After School (two times a week)	Small Groups	No Fridays or Saturdays
	Yes	Yes	Yes	Yes	ETHS	After School (two times a week)	Small Groups	No Fridays or Saturdays
	Yes	Yes	Yes	Yes	ETHS	After School (two times a week)	Small Groups	No Fridays or Saturdays

Evanston Township High School District 202

Parent Request for Supplemental Services

Parent/Guardian: Please complete the section below and return the **entire** form to school.

I understand that my child may be eligible to participate in supplemental services. Based on this information, I have selected the following option:

_____ I decline supplemental services for my child.

_____ I wish to enroll my child in the services offered by the following provider from the attached list:

(name of state-approved supplemental service provider)

_____ I will require assistance from the school to help me make a choice. Please contact me at the phone number and/or email address listed below.

Name of Student (Please Print) _____ ID# _____

Name of Parent/Guardian (Please Print) _____

Signature of Parent/Guardian: _____

Address: _____ City: _____ State: IL Zip: _____

Telephone: _____ Email Address: _____

Since you have indicated that you want your child to participate in Supplemental Services, we need you to read and sign the following statement to give permission for us to disclose relevant information to the provider.

I give permission to the school district and the Illinois State Board of Education to disclose pertinent information about my child to the service provider. Information shall be limited to what is needed to operate the Supplemental Educational Services Program. The confidentiality of all student records shall be maintained in compliance with applicable state and federal laws.

SIGNATURE: By signing below, I grant permission to the Supplemental Service Provider (listed above) to receive pertinent information including my child's test scores for the purpose of generating an Individual Tutorial Plan.

Signature of Parent/Guardian _____

Return request form to

Judith Levinson
in E102

**If you have any questions about the Supplemental Service Providers, please call
Judith Levinson, Director of Research, Evaluation and Assessment
(847) 424-7171**

Instruction

Administrative Procedure - Curriculum Development

Department Chairs

Department Chairs work with the Assistant Superintendent for Curriculum and Instruction in the curriculum planning process and provide the Superintendent with recommendations and supportive summaries.

The Department Chairs work with the Assistant Superintendent to:

1. Engage in two-way communication with teachers in order to address questions and concerns, keep everyone informed, and cooperatively strive for continuous improvement.
2. Provide school-wide coordination of curriculum and student learning experiences.
3. Identify and categorize problems related to curriculum.
4. Research instructional methods and curriculum, utilizing available resources.
5. Engage in long-range planning for the continuous improvement of the curriculum.

Curriculum Guides and Course Outlines

Development of guides:

1. Curriculum guides (course syllabus and unit templates) are best developed by the staff and teachers who are to use them.
2. When entire staff participation is not feasible, the Superintendent or designee will direct staff representatives and/or relevant department heads to study, create, and revise the common syllabus and unit templates.
3. Completed guides will be given to the Assistant Superintendent for Curriculum and Instruction.

Use of guides:

1. Curriculum guides serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.
2. In all courses and programs, teachers shall be expected to adhere to the guides and to use common assessments.
3. In all cases, sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical, and incidental issues that add to motivation and meaningful teaching and learning.
4. The department heads shall see that optimum use is made of available curriculum guides.

DATED: March 15, 2010

Instruction

Exhibit – Curriculum Development Forms

Please refer to the following materials:

DATED: March 15, 2010

ETHS Course Syllabus

Navigate by using the Tab key.

Course Title & Department	
School Year	
Course Description <i>Description from or for the Program Planning Handbook</i>	
Essential Question for the Course <i>What question engages students in the big ideas of the course?</i>	
Course Outcomes or Enduring Understandings <i>Specifically, what will students gain in terms of knowledge, skills and attitudes</i>	
Course Assessment(s) <i>Written work, assessments and/or projects</i>	
Course Outline <i>This listing should include the units and essential questions for each unit in sequence.</i>	
Required Texts or supplemental materials	
Semester Exam or Senior Project	
Grading Policy <i>Grading scale and how grades will be calculated.</i>	
Special Assignments <i>Any major projects or special components (optional)</i>	

ETHS Standards-Based Unit

Please use the Tab key to navigate.

Department	
Course Title	
Grade Level	
Unit Title	
Enduring Understanding(s) <i>List the important ideas or core processes that have lasting value beyond the classroom.</i>	
Essential Question(s) <i>What question will engage students?</i>	
Standards and Benchmarks <i>Illinois standards required/ Local standards optional</i>	
What knowledge is essential for students to know? <i>List knowledge (concepts, facts).</i>	
What skills will be taught to mastery? <i>List skills (procedures, processes, strategies).</i>	
Unit Summative Assessment(s) e.g., test, project, performance) <i>Attach assignment and rubric.</i>	
Lessons <i>Sample of learning experiences or activities. (See lesson framework for specific lesson plans.)</i>	
Resources <i>Textbooks, videos, online sites, articles in addition to those listed in syllabus.</i>	
Integration of Literacy, Numeracy, Well-Being Strategies <i>Include sample lessons.</i>	

Framework for Lesson Preparation & Assessment

Navigate using the Tab key

Name	
Department	
Course	
Date(s) of Lesson	

Part I: Learner Outcomes		
• What is the essential question, and how will you thread it through the lesson?		
• What content knowledge do you expect your students to learn?		
• What reading strategy or strategies do you expect your students to use?		
Part II: Lesson Introduction and Scaffolding		
• How will you model or scaffold the reading strategy or strategies?		
• How will you introduce the text?		
Part III: Individual and Group Practice		
• Describe the nature of in-class reading (What text? How much? Who is doing the reading? Is the reading collaborative or individual?).		
• Describe the reading strategy or strategies students use. Indicate whether students work in groups or individually.		
	Ind.	Grp.
<input type="radio"/> Think & Search Questions:		
<input type="radio"/> Cloze Activity:		
<input type="radio"/> Semantic Mapping:		
<input type="radio"/> Re-Quest:		
• Describe any other activities students perform (written responses, oral responses, other reading strategies?)		

Framework for Lesson Preparation & Assessment

Navigate using the Tab key

Part IV: Feedback	
• Identify and briefly describe the type of <u>content knowledge feedback</u> :	
<input type="radio"/> Numeric Score:	
<input type="radio"/> Individual written feedback:	
<input type="radio"/> Individual oral feedback:	
<input type="radio"/> Whole group feedback:	
• Identify and briefly describe the type of <u>reading strategy feedback</u> :	
<input type="radio"/> Numeric score:	
<input type="radio"/> Individual written feedback:	
<input type="radio"/> Individual oral feedback:	
<input type="radio"/> Whole group feedback:	
Part V: Future Reinforcement	
• What do you intend to do in the future to <u>reinforce the content</u> learned in this lesson?	
• What do you intend to do in the future to <u>reinforce the reading strategy or strategies</u> learned in this lesson?	

EVANSTON TOWNSHIP HIGH SCHOOL SUMMER PROJECT

Complete and e-mail this form (saved as a document) to your Department Chair. After approval by the Department Chair or Administrator, this form should be forwarded to the Office of Curriculum & Instruction by

Project Leader:		Date:	
Area/Department:			
Course/Project Title:			
Number of Students Affected:		Number of Teachers Affected:	
PRIORITIES ADDRESSED	Write common curriculum and common semester exams <input type="checkbox"/>	Curriculum development of new courses <input type="checkbox"/>	Incorporating literacy, numeracy, and well-being in the curriculum <input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Names of individuals involved in creating, developing, and evaluating this project.

Chairperson/ Administrator Name[s]:		Endorsed	<input type="checkbox"/>	Not Endorsed	<input type="checkbox"/>
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Approved by Curriculum Working Group	Date
Reviewed by Curriculum Forum	Date
Approved by Superintendent	Date
Approved by Board of Education	Date

Summer Project

[Attach additional information as needed.]

1.	What are the specific purposes of this project? How will it possibly impact student achievement, particularly minority student achievement?
2.	What specific activities will be conducted during the project?
3.	What specific products will be produced as a result of the project? <i>(Curriculum projects must include a syllabus, curriculum units, lesson frameworks, and/or an instructional plan; all other projects require a final report.)</i>
4.	What additional resources will you need from the school? <i>(Include technological, human, media, or other resources; list name(s) and fee(s) of consultants.)</i>

5. Who will be involved? (List all names and total amount each person should be paid.)

Name	Hours	Amt	Name	Hours	Amt	Name	Hours	Amt

Cost for Teachers		Cost of Additional Resources		TOTAL COST OF PROJECT:	
--------------------------	--	-------------------------------------	--	-------------------------------	--

[Will this project be completed on or before June 30?] YES ___ NO ___

ALL PROJECTS ARE DUE TO DEPARTMENT CHAIR/ADMINISTRATOR: AUGUST 24, 2009

Memo

Date:

To: ETHS Faculty

From: Laura Cooper, Assistant Superintendent for Curriculum & Instruction
Martha Hansen, Science Department Chair

Re: Guidelines for Summer Projects

Priorities for

1. Write common curriculum and common semester exams
2. Curriculum development of new courses
3. Curriculum revision tied directly to goals of literacy, numeracy, and well-being
4. Professional development to support implementation of school goals and the NCLB restructuring plan

Requirements for all Summer Projects

1. A Project Leader will be paid an additional \$100 to coordinate the project and complete all reports.
2. Participants will receive \$35/hour up to \$1750 (50 hours). Hourly timesheets are required.
3. All summer projects must be completed in an electronic (Word documents) as well as a hard copy.
4. All curriculum projects must be written using templates for a standards-based unit, an ETHS syllabus, and where appropriate, a lesson framework. (All forms are posted online.)

How Do I Apply?

- ❖ All forms are located on the Intranet under *Online Form/Curriculum Development*.
- ❖ Fill out the form and e-mail to the appropriate department chair or administrator. The proposal will be e-mailed by department chair to the Office of Curriculum and Instruction.

Dates	Events
February	Publish summer 2009 guidelines
April	Deadline – Summer Project Proposals due electronically to chair or Office of Curriculum and Instruction
April	Curriculum Forum review Summer Project Proposals
May	Summer Project Proposals presented to Board: Information item
May	Summer Project Proposals presented to Board: Action Item
June	All Project Leaders and Department Chairs (and other interested teachers) will participate in a 2-day institute on writing curriculum and assessments.
August	All completed Summer Projects due to Department Chairs or Administrator for approval
September	Summer Projects forwarded to Office of Curriculum and Instruction
September	Projects approved and payment forms forwarded to payroll. Payment will be in early October.

Summer Project Payment Form

DATE	
TO	ETHS BUSINESS OFFICE
FROM	OFFICE OF CURRICULUM & INSTRUCTION

Project Title	
Employee Name	
Employee Number	
<i>Please process a check in the amount of</i>	\$
CHARGE ACCOUNT NUMBER	

**Approval
Signatures**

_____ **Date** _____
Approved by Chair/Administrator

_____ **Date** _____
Assistant Superintendent Curriculum & Instruction

SUMMER PROJECT REPORT

Project Title:

Course Title:

Project Leader(s):

Project Participants:

Project Purpose:

- Writing Common Curriculum | Semester Exams
- New Course Curriculum Development
- Professional Development
- Incorporating Literacy | Numeracy | Well-Being
- Other *(please describe)*

Summary of Project Activities and Accomplishments: *(A copy of the course syllabus must be attached for curriculum development projects.)*

**Approval by Department
Chair/Administrator**

Signature

Date

**Approval by Asst. Supt. for
Curriculum and Instruction**

Signature

Date

Instruction

Administrative Procedure - Comprehensive Health Education Program

The major educational areas of the District's comprehensive health education program are described below:

1. In all schools the health program shall include human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic, and social responsibilities of family life (including sexual abstinence until marriage); prevention and control of disease, and course material and instruction to advise students of the Abandoned Newborn Infant Protection Act.
2. The grades 9-12 health program shall include the prevention, transmission and spread of AIDS; public and environmental health; consumer health; safety education and disaster survival; mental health and illness; personal health habits; alcohol and drug use and abuse (including the consequences of alcohol and drug use and abuse, the medical and legal ramifications of alcohol, drug, and tobacco use, abuse during pregnancy); sexual abstinence until marriage; tobacco; nutrition; and dental health. Secondary schools shall include sexual assault awareness.
3. The following areas may also be included as a basis for curricula: basic first aid (including cardiopulmonary resuscitation and the Heimlich maneuver), early prevention and detection of cancer, heart disease, diabetes, stroke, the prevention of child abuse, neglect, and suicide.
4. In grades 9-12, the program shall include the prevention of abuse of anabolic steroids. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs.
5. The family life and sex education program shall be developed in a sequential pattern and related in depth and scope to the students' physical, emotional, and intellectual maturity level. Family life courses offered in grades 9-12, shall include information regarding the alternatives to abortion and information regarding the prevention, transmission, and spread of AIDS. Course content shall be age-appropriate.

Class sessions which deal exclusively with human sexuality may be conducted separately for males and females.

6. Parenting education shall be included in school's curriculum.
7. Students shall be provided safety education in all grades.
8. Students enrolled in Driver Education classes shall receive age-appropriate instruction on motor vehicle safety and litter control.
9. Students in grades 9 or 10 shall receive instruction on donations and transplants of organs/tissue and blood.

No student shall be required to take or participate in any class or course on AIDS, family life instruction, sex abuse, or organ/tissue transplantation, if his or her parent/guardian contacts the Chair of Physical Education/Health. Refusal to take or participate in any such course or program shall not be reason for disciplinary action or academic penalty. Students will receive an alternate assignment.

Parents/guardians shall be provided the opportunity to preview all print and non-print materials used for instructional purposes.

LEGAL REF.: 105 ILCS 5/27-9.1, 5/27-9.2, 5/27-13.2, 5/27-17, 5/27-23, 5/27-23.1, 5/27-23.3,
5/27-23.5, 5/27-26, and 110/3.

DATED: March 15, 2010

Instruction

Administrative Procedure - Teaching About Religions

The following are guidelines for teaching about religions:

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

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

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

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

DATED: March 15, 2010

Instruction

Administrative Procedure - Dissection of Animals

Actor	Action	Time
Assistant Superintendent for Curriculum and Instruction	Determine which, if any, courses contain a dissection project. “Dissection” includes cutting, killing, preserving, or mounting of living or dead animals or animal parts for scientific study; it does not include the cutting, preserving, or mounting of: (1) meat or other animal products that have been processed for use as food or in the preparation of food, or (2) wool, silk, glue, or other commercial or artistic products derived from animals (105 ILCS 112/10). School Board policy, 6:100, <i>Using Animals in the Educational Program</i> , permits students who object to performing, participating in, or observing a dissection to be excused from classroom attendance without penalty.	Throughout the curriculum development process.
Science Department Chair	Determine alternative projects, if any, to dissection for those courses that contain a dissection project. Report to the Principal which, if any, courses contain a dissection project and the availability, if any, of an alternative.	Annually before course offerings and descriptions are distributed to students.
Assistant Superintendent for Curriculum and Instruction	Ensure that course descriptions indicate which courses contain a dissection unit. For such courses, indicate that objecting students have the right to refrain, and the availability, if any, of an alternative.	Annually when course offerings and descriptions are distributed to students.
Guidance Counselors and Teachers	Inform students to consider the expectations and requirements of the post-secondary schools they may be interested in attending (105 ILCS 112/20(b)).	Whenever a student may choose between dissection and an alternative program.
Students	If dissection is objectionable, ask the teacher to be excused from the dissection project and request an alternative project, if one is available.	Within the first 10 days of the course, if possible.
All Staff Members	Do not penalize or discriminate against a student in any way for refusing to perform, participate in, or observe dissection.	Continuously

LEGAL REF.: 105 ILCS 112/1 et seq.

DATED: March 15, 2010

Instruction

Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities

In its continuing commitment to help school districts and special education cooperatives comply with ISBE requirements for procedure, the special education committee of the Ill. Council of School Attorneys prepared model special education procedures. ISBE has approved these procedures as conforming to 23 Ill.Admin.Code §226.710. This ISBE rule contains the requirements for special education procedures that must be adopted by each school district and cooperative entity. The IASB/ISBE model procedures are approximately 80 pages and are available on the IASB website: [://iasb.com/law/icsaspeded](http://iasb.com/law/icsaspeded).

Instruction

Exhibit - Special Education Required Notice and Consent Forms

Below is the URL to ISBE's updated *Special Education Required Notice and Consent Forms and Instructions*. The forms are the official versions of the State-required forms and were updated in January 2008 to bring Illinois into compliance with IDEA 2004 and 23 Illinois Administrative Code Part 226. ISBE added three new forms: *Parent/Guardian Notification of Individualized Education Program Amendment*, *Parent/Guardian Excusal of an Individualized Education Program Team Member*, and *Delegation of Rights to Make Educational Decisions*. Each form contains useful instructions to understand the purpose and use of each form. The URL also provides access to each form in languages other than English.

[.isbe.net/spec-ed/html/consent](http://isbe.net/spec-ed/html/consent).

DATED: March 15, 2010

Instruction

Exhibit - Notice to Parents/Guardians Regarding Section 504 Rights - Overview

Please refer to the following materials:

DATED: March 15, 2010

Rights and Procedures:

Students have the right to participate in and benefit from public education programs without discrimination because of disability. Students eligible for services under Section 504 have the right to a free, appropriate public education, including education with non-disabled peers to the maximum extent appropriate. Eligible students must also be given equal opportunity to participate in school and school-related activities.

The following procedures apply regarding the evaluation, identification and provision of services to students under Section 504:

1. Parents, teachers and students may make a referral to the PPS team by contacting the student's counselor or social worker.
2. The PPS team will review all submitted documentation, current teacher reports, past records and tests. Additional evaluation/tests will be conducted by the School District if deemed necessary. Parental consent will be obtained prior to any evaluation test by the District.
3. Once documentation is compiled, a conference will be arranged that includes parents, student and members of the schools ADA committee who are familiar with the student and/or educational program. Parents must be given reasonable notice of this conference.
4. If the committee concludes that the student has a physical or mental impairment that substantially limits a major life activity, then accommodations and services will be provided so the student receives a free, appropriate public education.

5. A written 504 plan will be generated by the committee and sent to each of the student's teachers and counselor. Parents must receive a copy of this plan as notice of the student's eligibility and services.

6. The 504 plan will be reviewed annually by the committee, including parents, and student. Documentation and evaluations must be updated every three years.

7. Parents have the right to examine their student's records. Parents may also receive copies of records at a reasonable cost (unless the fee would effectively deny access) and challenge records pursuant to the Illinois School Student Records Act.

8. If parents dispute a decision made by the 504 committee, they have the right to request an impartial hearing and review, with the opportunity for participation by parents and/or their attorney, by contacting the 504 Coordinator listed below. Parents may also request mediation or file a complaint with the Office for Civil Rights.

9. This Guide must be provided to parents whose student is eligible or considered for services under Section 504.

10. If an accommodation has not been used in the course of a school year, it may be discontinued. If no accommodations are used, then 504 eligibility may be reconsidered.

For further information contact:

Dr. Maria Smith
504 Coordinator
847-424-7010

An Overview of Section 504 of the Rehabilitation Act of 1973

A Guide for Parents, Students, and Teachers

Evanston Township High School

1600 Dodge Avenue

Evanston, Illinois 60204-3494

Introduction:

Section 504 of the *Rehabilitation ACT of 1973*, 29 U.S.C. 794, and its implementing regulations (34 C.F.R. Part 1040), prohibit the discrimination of all disabled individuals on the basis of disability by any program or activity which receives or benefits from federal assistance. Section 504 requires that disabled students be provided with a free, appropriate public education. A student is entitled to receive services necessary to enable access to his education.

Definition of Disability:

A person has a disability within the meaning of Section 504 if he/she has a mental or physical impairment, which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. Major life activities include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working.

Definition of Mental or Physical Impairment:

The law defines a physical or mental impairment as: any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or

psychological disorder, such as mental retardation; organic brain syndrome; emotional or mental illness; and specific learning disabilities that do *not* qualify under the Individuals with Disabilities Education Act (IDEA).

Common impairments that *may* qualify as disabilities under Section 504 include, but are not limited to, communicable diseases such as: Hepatitis, Tuberculosis (TB), or Human Immunodeficiency Virus (HIV); medical conditions such as asthma, allergies, diabetes, or sickle cell anemia; temporary medical conditions due to illness or accident, such as a broken bone; Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD); and behavior difficulties that do not qualify under IDEA as Behavior Disorder (BD).

The ADA defines a covered disability as an impairment that *substantially limits* a major life activity. In turn, the implementing guidance that has been provided by the Department of Justice states that the existence of a substantial limitation is to be determined by comparing the individual in question “to most people” or to “the average person in the general population.”

Accommodations:

Reasonable accommodations in the school context vary widely. Some common examples include: rearrange classroom seating, course selection changes, test modifications, extended time for test and/or assignments, class syllabus/weekly plans from teacher, use of a calculator, tape

recorder and/or use of a computer for written work. While the 504 team may make recommendations regarding standardized testing, the final decision regarding these accommodations rests with the testing company.

The purpose of granting accommodations is not to optimize student’s performance, but rather is concerned strictly with giving students with disabilities an equal opportunity.

Evaluations:

Evaluation tests and materials must be validated and administered by trained personnel and must be tailored to assess the specific areas of educational need. In order to consider a request for accommodations under Section 504, Evanston Township High School may require the same level of documentation as is mandated by the national testing services.

Details about ACT’s policies for documentation of requests for testing accommodations are available on ACT’s website at:

<http://www.act.org/aap/disab/policy.html>

The College Board’s guidelines (PSAT, SAT, AP Exams) can be found at:

<http://www.collegeboard.com/disable/counsel/html/document.html>

Instruction

Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs

The development, implementation, and maintenance of parent/guardian involvement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. *Check steps as completed.*

- Plan regular meetings throughout the school year with parents/guardians to discuss the ETHS school compact; identify dates and convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- Plan an agenda for meetings to be held to discuss District and/or school compacts, student progress and program development.
 - Always begin with “introducing where we are now” and end with “next steps.”
 - Agendas should provide for 2-way communication between school and parents/guardians of children participating in Title I programs.
 - Agendas can be built around the federal compliance requirements as stated in the IASB sample district- and school-level compacts.
 - Agendas should also include a section to inform parents/guardians of their school’s participation under Title I and to explain Title I’s requirements regarding parent/guardian involvement, including the right of the parents/guardians to be involved.
 - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to their children’s education.
 - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the schoolwide program plan under 20 U.S.C. §6314(b)(2).
 - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- Notify interested persons of meeting dates to discuss the ETHS compacts, including:
 - Parents/guardians of students’ participating in Title I programs
 - Staff members
 - Students participating in Title I programs
 - Board of Education members
 - Media
- Publicize the meeting dates, times, and locations to discuss ETHS compacts.

- Make all Open Meetings Act notifications and postings for meetings to be held to discuss ETHS compacts. Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.
- Appoint a recording secretary to keep meeting minutes.
- Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- Determine “success” indicators to measure the effectiveness of the parental involvement compacts in improving the academic achievement.
- Review the “success” indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic achievement.
- Identify barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.
- If the schoolwide program plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Board.
- Provide status reports to the Board and, periodically, submit updated parental involvement compacts to the Board.
- Revise the applicable parental involvement compacts as necessary.

DATED: March 15, 2010

Instruction

Administrative Procedure - Education of Homeless Children

Actor	Action
<p>Assistant Superintendent/ Principal</p> <p style="text-align: center;">Preliminary Steps</p>	<p>Serve as or designate an appropriate staff person, who may also be a coordinator for other federal programs, to serve as a Liaison for Homeless Children. [42 U.S.C. §11432 (g)(1)(J)(ii).]</p> <p>Under the McKinney Homeless Assistance Act (42 U.S.C. §11434a), “homeless children” means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of Section 103(a)(1). The term includes: [42 U.S.C. §11434a.]</p> <ol style="list-style-type: none"> 1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; 2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of Section 103(a)(2)(C); 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and 4. Migratory children (Sec. 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless under this subtitle because the children are living in clauses (a) through (c) above. <p>Under State law [105 ILCS 45/1-5], “homeless person, child, or youth” includes, but is not limited to, any of the following:</p> <ol style="list-style-type: none"> 1. An individual who lacks a fixed, regular, and adequate nighttime place of abode. 2. An individual who has a primary nighttime place of abode that is: <ol style="list-style-type: none"> a. A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing); b. An institution that provides a temporary residence for individuals intended to be institutionalized; or c. A public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
<p>Liaison for Homeless Children</p> <p style="text-align: center;">Duties</p>	<p>Ensure that homeless children are identified by school personnel and through coordinated activities with other entities and agencies. [42 U.S.C. §11432(g)(6)(A)(i).]</p> <p>Ensure that homeless children enroll in, and have full and equal opportunity to succeed in District programs. [42 U.S.C. §11432(g)(6)(A)(ii).]</p>

Actor	Action
	<p>Ensure that homeless families and children receive educational services for which they are eligible and make referrals to health, mental health, dental, and other appropriate services. [42 U.S.C. §11432(g)(6)(A)(iii).]</p> <p>Inform parent(s)/guardian(s) of educational and related opportunities available to their child or ward, and provide them with meaningful opportunities to participate in their child or ward's education. [42 U.S.C. §11432(g)(6)(A)(iv).]</p> <p>Disseminate public notice of the educational rights of homeless students in the location where homeless children receive services (such as schools, family shelters, and soup kitchens). [42 U.S.C. §11432(g)(6)(A)(v).]</p> <p>Mediate enrollment disputes to: [42 U.S.C. §11432(g)(3)(E) and [42 U.S.C. §11432(g)(6)(A)(vi).]</p> <ol style="list-style-type: none"> a. Ensure the child is immediately admitted to the school in which enrollment is sought, pending resolution of the dispute; b. Provide the homeless child's parent/guardian with a written explanation of the school's decision regarding school selection or enrollment, including their rights to appeal the decision; c. Complete the dispute resolution process as expeditiously as possible; and d. In the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending resolution of the dispute. <p>Fully inform the parent/guardian of a homeless child, and any unaccompanied youth, of all transportation services and assist in accessing transportation services. [42 U.S.C. §11432(g)(6)(A)(vii).]</p> <p>Assist unaccompanied youth in placement/enrollment decisions, consider the youth's wishes in those decisions, and provide notice to the youth of the right to appeal such decisions. [42 U.S.C. §11432(g)(3)(B)(ii).]</p> <p>Assist children who do not have immunizations or medical records in obtaining necessary immunizations and/or medical records. [42 U.S.C. §11432(g)(3)(C)(iii).]</p> <p>Collaborate with State and local social service agencies that provide services to the homeless as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths. [42 U.S.C. §11432(g)(5)(A) and (g)(6)(C).]</p> <p>Conduct a hardship review whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing; a hardship review should be performed after the passage of 18 months and annually thereafter. [105 ILCS 45/1-25(a-5), as amended by P.A. 94-235.]</p> <p>Refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent whenever a school denies a homeless child enrollment or transportation, and provide the child or his or her parent/guardian with a written statement of the basis for the denial. [105 ILCS 45/1-25(a), as amended by P.A. 94-235.]</p>

Actor	Action
Parent(s)/guardian(s) Assignment	<p>Continuing the child’s education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired.</p> <p>The term “school of origin” means the school that the student attended when permanently housed or the school in which the student was last enrolled. [42 U.S.C. §11432(g)(3)(G) and 105 ILCS 45/1-5.]</p>
Assistant Superintendent/ Principal Where Homeless Student Will be Enrolled Enrollment	<p>Shall immediately enroll the homeless child, even if the child is unable to produce records normally required for enrollment, e.g., previous academic records, medical records, proof of residency, or other documentation. [42 U.S.C. §11432(g)(3)(C)(i) and 105 ILCS 45/1-20.]</p> <p>Shall immediately contact the school last attended by the child to obtain relevant academic and other records. [42 U.S.C. §11432(g)(3)(C)(ii) and 105 ILCS 45/1-10.]</p> <p>If the child needs to obtain immunizations, or immunization or medical records, shall immediately refer the child’s parent/guardian to the Liaison for Homeless Children. [42 U.S.C. §11432(g)(3)(C)(iii) and 105 ILCS 45/1-10.]</p> <p>Maintain records for the homeless student that are ordinarily kept for students according to District policy and procedure on student school records. [42 U.S.C. §11432(g)(3)(D).]</p> <p>Ensure each homeless student is provided services comparable to services offered to other students including the following: [42 U.S.C. §11432(g)(4).]</p> <ul style="list-style-type: none"> a. Transportation services; b. Educational services for which the student meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs; c. Educational programs for children with disabilities and educational programs for students with limited English proficiency; d. Programs in vocational and technical education as well as programs for gifted and talented students; and e. School nutrition programs. <p>Shall require a parent/guardian of a homeless student, if available, to submit contact information. [42 U.S.C. §11432(g)(3)(H) and 105 ILCS 45/1-20.]</p>
Assistant Superintendent/ Principal or designee Transportation	<p>Ensure transportation is provided a homeless student, at the request of the parent/guardian (or in the case of an unaccompanied youth, the Liaison), to and from the school of origin. [42 U.S.C. §11432(g)(1)(J)(iii); State law, found at 105 ILCS 45/1-15, is superseded by federal law.] The term “school of origin” means the school that the student attended when permanently housed or the school in which the student was last enrolled. [42 U.S.C. §11432(g)(3)(G).] Transportation shall be arranged as follows: [42 U.S.C. §11432(g)(1)(J)(iii).]</p>

Actor	Action
	<ol style="list-style-type: none"> 1. If the homeless student continues to live in the area served by the school district in which the school of origin is located, the student's transportation to and from the school of origin shall be provided or arranged by the district in which the school of origin is located. 2. If the homeless student's living arrangements in the area served by the district of origin terminate and the student, though continuing his or her education in the school of origin, begins living in an area served by another school district, the district of origin and the district in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
<p>Assistant Superintendent or Designee</p> <p style="text-align: center;">Dispute</p>	<p>If a dispute arises, shall inform the homeless child's parent(s)/guardian(s) of the availability of an investigator, sources for low-cost or free legal assistance, and other advocacy services in the community.</p> <p>Each Regional Superintendent appoints an ombudsperson to provide resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act. [105 ILCS 45/1-25, as amended by P.A. 94-235.] The Homeless Family Placement Act governs shelter placement. [310 ILCS 85/1 <u>et seq.</u>]</p>

DATED: March 15, 2010

Instruction

Administrative Procedure - Notice to Parents Required by No Child Left Behind Act of 2001

I. Improving Basic Programs Operated by Local Educational Agencies

1. **Annual report cards.** The school will disseminate an annual report card with aggregate information, including student achievement (designated by category), graduation rates, district performance, teacher qualifications, and other required information.
2. **Progress review.** The school will disseminate on the website the results for its yearly progress review.
3. **Teacher and paraprofessional qualifications.** In the Pilot, the school shall notify the parents that parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. Whether the teacher is teaching under emergency or other provisional status.
 - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
 - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
2. **Student achievement.** The school provides to parents information on the level of achievement of the parent's child in each of the State academic assessments.
3. **Non-highly qualified teachers.** The school provides parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

II. English Language Learners

1. **Language instruction educational programs.** The school informs a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.
2. **Insufficient language instruction educational programs.** If the school's language instruction educational program fails to make progress on the annual measurable achievement objectives described in Section 3122 for any fiscal year for which Part A is in effect, the school shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.
3. **Outreach.** The school shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all

students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

III. Academic Assessment and Local Education Agency and School Improvement

1. **Schools identified for school improvement, corrective action, or re-structuring.** The school shall promptly provide to parents of each student when the school is identified for school improvement under §6316(b)(1)(E)(i), for corrective action under §6316(b)(7)(C)(i), or for restructuring under §6316(b)(8)(A)(i).
 - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;
 - b. The reasons for the identification;
 - c. An explanation of what the school identified for school improvement is doing to address the problem;
 - d. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
 - e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
 - f. An explanation of the parents' option to transfer their child to another public school (if available) under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).
2. **Schools identified for restructuring.** Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan.
3. **Schools identified for corrective action - supplemental services notice.** The district shall provide annual notice to parents if the school is identified for school improvement under §6316(b)(1)(E)(i), for corrective action under §6316(b)(7)(C)(i), or for restructuring under §6316(b)(8)(A)(i).
 - a. The availability of supplemental education services;
 - b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
 - c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

IV. Parental Involvement

1. **Parental involvement policies.** All parents shall be notified in the Pilot of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.
2. **Meeting and information for parents of students in the Title I program.**
 - a. Convene an annual meeting, at a convenient time, to which all parents of children participating in Title I programs shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
 - b. Provide an opportunity to request regular meetings;
 - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program;

V. Education of Homeless Children and Youths

1. **Notice of rights.** The notice of rights is published in the Pilot. The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school specifically stating :
 - The choice of schools homeless children and youths are eligible to attend,
 - That no homeless child or youth is required to attend a separate school for homeless children or youths,
 - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs;
 - That homeless children and youths should not be stigmatized by school personnel; and
 - Includes contact information for the local liaison for homeless children and youths.
2. **Assistance to unaccompanied youth.** In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. **Public notice of rights.** Each district shall ensure that public notice of the educational rights of homeless children is disseminated by publication in the Pilot and at various locations in the school.

VI. Student Privacy

1. **Notice of privacy policy.** The student privacy policies developed by the school shall provide for reasonable notice of the adoption or continued use of such policies directly to all parents. At a minimum, the district shall:
 - a. Provide such notice at least annually in the Pilot, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
 - b. Offer an opportunity for the parent to opt the student out of the activity.

- LEGAL REF.:
- I.
 1. NCLB §6311(h)(2); 20 U.S.C. §6311(h)(2).
 2. NCLB §6316 (a)(1)(C); 20 U.S.C. §6316(a)(1)(C).
 3. NCLB §6311(h)(6)(A); 20 U.S.C. §6311(h)(6)(A).
 4. NCLB §6311(h)(6)(B)(i); 20 U.S.C. §6311(h)(6)(B)(i).
 5. NCLB §6311(h)(6)(B)(ii); 20 U.S.C. §6311(h)(6)(B)(ii).
 - II.
 1. NCLB §1112(g)(1)(A) and (g)(2), and §3302(a); 20 U.S.C. §6312(g)(1)(A) and (g)(2); 20 U.S.C. §7012(a).
 2. NCLB §1112(g)(1)(B), and §3302(b); 20 U.S.C. §6312(g)(1)(A) and (g)(2); 20 U.S.C. §7012(a).
 3. NCLB §1112(g)(4) and §3302(e); 20 U.S.C §6312(g)(4); 20 U.S.C. §7012(e)(1).
 - III.
 1. NCLB §6316(b)(6); 20 U.S.C. §6316(b)(6).
 2. NCLB §6316(b)(8)(C); 20 U.S.C. §6316(b)(8)(C).
 3. NCLB §6316(e)(2)(A); 20 U.S.C. §6316(e)(2)(A).
 - IV.
 1. NCLB §1118(b); 20 U.S.C. §6318(b).
 2. NCLB §1118(c); 20 U.S.C. §6318(c).
 - VI.
 1. NCLB §722(e)(3)(C); 42 U.S.C. §11432(e)(3)(C).
 2. NCLB §722(g)(2)(B)(iii); 42 U.S.C. §11432(g)(3)(B)(iii).
 3. NCLB §722(g)(6)(A)(v); 42 U.S.C. §1432(g)(6)(A)(v).

- VII. 1. NCLB §1061(c)(2)(A); 20 U.S.C. §1232h(c)(2)(A).
2. NCLB §1061; 20 U.S.C. §1232h(c)(2)(B).
3. NCLB §1061(c)(3); 20 U.S.C. §1232h(c)(3).

DATED: March 15, 2010

Instruction

Exhibit – Title I Excel at Evanston Township High School #202

Please refer to the following materials:

DATED: March 15, 2010

Title I Excel at Evanston Township High School #202

What is Title I?

Title I is a federal program that grants money to states based on educational needs. Excel was created at ETHS to meet the needs of its learners.

Students-Teacher-Parent Excel Contract

I. As Coordinator I pledge to:

- A. Provide a safe, stimulating, and challenging learning environment.
- B. Provide academic support for students in the form of collaborative learning, tutorial groups, instruction in study skills, time management, and writing as a tool for learning.
- C. Provide enrichment and motivational activities, including classroom speakers and field trips to colleges and cultural events.
- D. Ensure that each student is following a four-year plan leading to completion of college entrance requirements.
- E. Organize informational meetings for parents and students; keep parents informed about students' success and progress, and welcome active contact and participation by parents.

Date

Signature

II. As a Student I pledge to:

- A. Follow a four-year plan leading to completion of the requirements for college entrance.
- B. Maintain a binder with a calendar, assignment sheets, and daily notes in all academic classes.
- C. Complete all homework assignments and commit to at least three hours of reading and study outside of school each day.
- D. Participate in collaborative groups.
- E. Participate in tutorials by working with tutors as assigned and exhibiting learned skills
- F. Participate in field trips and motivational activities during the school day.
- G. Attend school regularly and on time.
- H. Conduct myself appropriately in class and all school related activities.
Participation in student support activities that promote community and self-awareness is highly recommended, but not mandatory.

Date

Signature

III. As a parent I pledge to:

- A. Provide a quiet study time at home and encourage good study habits by reviewing the binder, class notes, and progress reports.
- B. Reinforce and support the student responsibilities and requirements.
- C. Attend parent meetings, parent-teacher conferences, and lend support to Excel enrichment activities.
- D. Continue to listen to my teenager and offer encouragement, guidance, and support.

Date

Signature

FAILURE TO COMPLY WITH Excel EXPECTATIONS MAY RESULT IN DISMISSAL FROM THE PROGRAM.

Evanston Township High School District 202

Parent Request for Supplemental Services

Parent/Guardian: Please complete the section below and return the **entire** form to school.

I understand that my child may be eligible to participate in supplemental services. Based on this information, I have selected the following option:

_____ I decline supplemental services for my child.

_____ I wish to enroll my child in the services offered by the following provider from the attached list:

_____ *(name of state-approved supplemental service provider)*

_____ I will require assistance from the school to help me make a choice. Please contact me at the phone number and/or email address listed below.

Name of Student **(Please Print)** _____ ID# _____

Name of Parent/Guardian **(Please Print)** _____

Signature of Parent/Guardian: _____

Address: _____ City: _____ State: **IL** Zip: _____

Telephone: _____ Email Address: _____

Since you have indicated that you want your child to participate in Supplemental Services, we need you to read and sign the following statement to give permission for us to disclose relevant information to the provider.

I give permission to the school district and the Illinois State Board of Education to disclose pertinent information about my child to the service provider. Information shall be limited to what is needed to operate the Supplemental Educational Services Program. The confidentiality of all student records shall be maintained in compliance with applicable state and federal laws.

SIGNATURE: By signing below, I grant permission to the Supplemental Service Provider (listed above) to receive pertinent information including my child's test scores for the purpose of generating an Individual Tutorial Plan.

Signature of Parent/Guardian _____

Return request form to E-102

**If you have any questions about the Supplemental Service Providers, please call
Judith Levinson, Director of Research, Evaluation and Assessment
(847) 424-7171**

Instruction

Administrative Procedure – Extra-Curricular Activity Code

Please refer to the following materials:

DATED: March 15, 2010

Evanston Township High School EXTRA-CURRICULAR ACTIVITY CODE

Revised July, 2007

Name _____ Activity _____ ID# _____

BEHAVIOR REQUIREMENTS

Evanston Township High School encourages student participation in extra-curricular activities. Participation can provide enjoyment and at the same time teach discipline, leadership, teamwork, respect for rules and healthful living habits. Participation in extra-curricular activities is a privilege, not a right. Each student who participates in an extra-curricular activity represents not only himself/herself but Evanston Township High School as well. Student participants in extra-curricular activities always bear the responsibility of representing themselves as good citizens and positive role models. ETHS has the authority to restrict or revoke a student's privilege to participate in an extra-curricular activity.

Code Participants

Students involved in the following activities ("participants") are responsible for adhering to the rules of this Code: Aquettes, athletics, cheerleading, Chess Club, choral music (music department performance groups), DECA, debate team, Esande dance, FCCLA, instrumental music (performance groups/ensembles), JETS, WKIT News, Mathletes, Mock Trial, Model UN, PomKits, Scholastic Bowl, Science Olympiad, speech team, student athletic trainers, theater companies and stage crews, Ultimate Frisbee, Willie Wildkit, Writers' Showcase and YAMO.

Period & Scope of Code

Extra-curricular participants are expected to adhere to the Code not only during their scheduled season of activity, but also during the entire regular school attendance year, including weekends and school holidays. This Code is also in effect during periods before and after the regular school attendance year when athletic teams are formally practicing or when other school activities subject to the Code are in progress. The code is in effect throughout a participant's high school career at ETHS.

This Code applies to any ETHS participant, before or after school hours, on or off school property, whose conduct at any time or place has a direct or immediate effect on the safety and welfare of the school community. School officials are not expected to monitor off-campus activities; however, if violations of this Code are brought to their attention, the appropriate administrator will be notified and the administrator will take action.

School Discipline

Participants are also responsible for adhering to the rules in *The Pilot*. If a participant is suspended from school (inside or outside), he/she is not allowed to practice, participate or attend the activity on or during the day(s) of the suspension. The participant may return to his/her activity the day following the suspension. The rules of behavior as detailed in *The Pilot* are also in effect for participants during their participation at school sponsored activities.

Violations

The following behaviors are unacceptable and violate the Extra-curricular Activity Code:

1. Use, distribution or possession of alcohol or other mood-altering chemicals, or abuse of prescription or non-prescription drugs, as stated in *The Pilot*.
2. Attending a gathering or riding in a vehicle where there is a verified report of drinking or drug use.
3. Any inappropriate behavior, as set forth in *The Pilot*, that results in a 5-day out of school suspension. This includes, but is not limited to, violations such as: cheating; fighting; gambling; verbal abuse which is disruptive or which is profane, vulgar or obscene; robbery, theft or vandalism of any school, personal or public property; and participation in illegal gang activities, including gang-related intimidation or harassment.
4. Any criminal offense.
5. Any gross unsportsmanlike conduct while a participant in or spectator at an ETHS sponsored event.

Consequences

Code violations accumulate throughout a student's high school career at ETHS. The following consequences are entirely separate from those provided in the District 202 disciplinary policies as stated in *The Pilot*.

First offense: A participant is required to successfully complete a school-based educational program appropriate to the infraction (if a program is available). Educational program meetings may not align with suspension days. In addition, the participant is suspended for 5 consecutive days of the activity, including practices, rehearsals, contests, and performances occurring during this five-day period (not to exceed one calendar month). In addition, if there is no contest or performance during this five-day suspension period, then first offenders will also be suspended the next contest or performance. If the violation occurs prior to the start of the activity, students will be permitted to attend the full tryout/audition, if required, in order to participate in that activity. The suspension will take place immediately following the conclusion of tryouts/auditions. If the participant chooses not to attend the school-based educational program, the consequence is doubled.

Regarding Co-Curricular performance-based activities, i.e. Jazz Band, Marching Band: a participant is suspended from the next performance. All school-based educational program requirements as stated above apply.

Second offense: A participant is suspended from competitions/performances for a minimum of 1/3 (one-third) of his/her season and is required to successfully complete the school-based educational program appropriate to the infraction. For athletics, the number of competitions in a season is defined by the maximum number of competitions allowed during the regular season by the IHSA. Attendance or participation at practice/rehearsal during the suspension is mandatory.

Regarding Extra-Curricular culminating performance-based activities with 3 or less total performances, the student will forfeit 2 performances.

Third offense: A participant is suspended from all activities for one calendar year and is required to successfully complete the school-based educational program appropriate to the infraction.

Fourth offense: A participant is no longer eligible to participate in ETHS high school extra-curricular activities for the duration of his/her high school career.

Senior Code violation: Any senior who has completed his/her extracurricular activity and commits a Code violation is given a choice of successfully completing a school-based educational program appropriate to the infraction or social probation, which includes no participation in prom or graduation ceremonies.

A participant must participate for the entire length of his/her activity in order for the consequences to be considered fulfilled. A student who drops out of an activity will be required to fulfill the consequences of his/her violation in the next activity in which he/she participates.

Each coach or sponsor, with approval from the appropriate administrator, may develop rules for his/her specific activity in addition to *The Pilot* and this code.

Self-Reporting

If a participant has no prior Extra-Curricular Activity Code violations, his/her voluntary admission of alcohol or drug use to a school administrator will not result in a suspension, but will be considered the participant's first Extra-Curricular Activity Code offense. In such cases, a mandatory conference with the Student Assistance Services coordinator is required. The purpose of this provision is to assist students in changing behaviors and to allow them to seek help. Voluntary admission must occur prior to any school personnel or police being aware of the incident through other sources than the student.

Procedure

Participants charged with any of the above violations will be informed by an administrator of the nature of the charges and the facts gathered and will be given an opportunity to respond before any consequences are imposed. If a participant disagrees with the administrator's final decision, a written request for appeal must be received by the administrator within 3 school days of the participant being informed of the decision. The written request must include a statement of the reasons for the student's disagreement and any special circumstances which apply to the situation which should be considered during the appeal. The appeal for athletics shall be before the Assistant Superintendent/Principal. The appeal for all other non-athletic extra-curricular activities shall be before the Associate Principal, grades 11 and 12. The decision of this administrator shall be final.

ACADEMIC REQUIREMENTS

Semester Eligibility

Academic success for all ETHS students is a priority of the school. In order to participate in an extra-curricular activity, a student must have earned a minimum 2.0 GPA for the semester immediately preceding his/her participation. Summer school grades are included in second semester grades. For eligibility purposes, the participant's **physical education grade is included** in the GPA. In addition, an **N/C or grade of Incomplete is computed as an F** for the purpose of extra-curricular eligibility.

Extra-curricular Activity Program

Students who do not meet the 2.0 GPA requirement from the previous semester may qualify for the Extra-curricular Activity Program ("EAP"). The EAP provides the participant with academic support for the entire semester and allows the participant to participate in extra-curricular activities that semester. In order to qualify for this one-time opportunity, a student must either be: 1) a freshman/sophomore who earned between a 1.7 and 1.999 GPA the previous semester or 2) a junior/senior who earned between a 1.7 and 1.999 GPA the previous semester and has a cumulative GPA of 2.0 or above. An EAP contract must be signed by the parent, student, coach/sponsor and the Extracurricular Academic Support Advisor (EASA) and approved by the Athletic Director/Fine Arts Chairperson/Extra-Curricular Activities Director. If the EAP participant does not meet the requirements and expectations of the EAP, he/she may be suspended from the activity for the duration of the semester. **Students may access this EAP opportunity only once during their high school career.**

Weekly Eligibility & Required Academic Support

The Illinois High School Association (IHSA) has specific academic requirements, which must be met on an ongoing basis. Specifically, a participant must be passing a minimum of four classes in order to participate in contests, meets, or performances for the next week beginning on Monday. Weekly grade checks are done for participants while they are participating in their activity to determine their eligibility.

In addition, the new Systems of Support program (SOS) identifies students who are in need of extra academic support. If a student is placed in the SOS program while participating in his/her extra-curricular activity, he/she must comply with the SOS weekly requirements in order to remain eligible to participate in extra-curricular activities.

AVAILABILITY OF THE EXTRA-CURRICULAR ACTIVITY CODE

This Code is posted and available in the Athletic Office, Student Activities Office, Fine Arts Office, on the ETHS web site and is summarized in the ETHS *Pilot*. All participants and their parents/guardians are expected to have obtained a copy of the Code from one of these sources, and to have read the Code prior to the students' participation in an extra-curricular activity. Participation in an extra-curricular activity constitutes a student's understanding of, and agreement to abide by, the provisions of the Code. Any questions regarding the Code should be addressed to the coach or sponsor of the activity. Any specific rules developed by a coach or sponsor for a particular activity will be posted in an appropriate location and distributed to each participant.

Failure to return a properly signed Code will prevent a student from participating in an activity.

I have read and I understand the above expectations and consequences of the Extra-Curricular Activity Code.

Student Signature

Parent/Guardian Signature

Date

Instruction

Administrative Procedure - Acceptable Use of Electronic Networks

All use of electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Terms and Conditions

Acceptable Use - Access to the District's electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges - The use of the District's electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- c. Downloading copyrighted material for other than personal use;
- d. Using the network for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
- h. Using another user's account or password;
- i. Posting material authored or created by another without his/her consent;
- j. Posting anonymous messages;
- k. Using the network for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- m. Using the network while access privileges are suspended or revoked.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the Web or on District Web sites or file servers without explicit written permission.

- a. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
- b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.
- d. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Electronic Mail - The District's electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
- b. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the School District's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- e. Use of the School District's electronic mail system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those "acceptable uses" as detailed in these procedures. Internet safety is almost assured if users will not engage in "unacceptable uses," as detailed in these procedures, and otherwise follow these procedures.

Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.
Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).
Enhances Education Through Technology, 20 U.S.C §6751 et seq.
720 ILCS 135/0.01.

DATED: March 15, 2010

Instruction

Administrative Procedure - Web Publishing Guidelines

General Requirements

All material published on the District Web site must have educational value and/or support the District guidelines, goals, and policies. Material appropriate for Web publishing includes information about the District and its Board of Education members, agendas, policies, appropriate administrative procedures, Department activities or services, schools, teachers or classes, student projects, and student extracurricular organizations. Personal information, not related to education, will not be allowed on the District Web site.

The District Webmaster shall implement a centralized process for review and uploading of material onto the District's Web site to ensure that, before material is published, it complies with District policy and procedures. The District Webmaster shall supervise the efforts of all staff members responsible for Web publishing at each level of District Web publishing and, when appropriate, hold in-serve opportunities for those staff members. The staff members responsible for Web publishing are identified in these procedures in the section "Different Levels of Web Publication." The District Webmaster shall provide regular feedback and suggestions to the Superintendent regarding these Guidelines.

All content published on the District Web site must:

1. Comply with all State and federal law concerning copyright, intellectual property rights, and legal uses of network computers.
2. Comply with Board policies, administrative procedures, these Guidelines, and other District guidelines provided for specific levels of publishing. This specifically includes the Board's *Access to Electronic Networks* policy and the District's procedures on *Acceptable Use of Electronic Networks*.
3. Due to limited storage space and varying network speeds, file sizes must be kept under 50 kilobytes unless the District Webmaster approves otherwise.
4. Comply with the publishing expectations listed below.

Material that fails to meet these Guidelines or is in violation of Board policy and/or procedures shall not be published on the District Web site. The District reserves the right to remove any material in violation of its policy or procedures. Failure to follow these Guidelines or Board policy and/or procedures may result in loss of privileges, disciplinary action, and/or appropriate legal action.

Publishing Expectations

The following are minimum expectations for all District Web pages:

1. The style and presentation of Web published material should be of high quality and designed for clarity and readability. Material shall not be published in violation of the District's procedures on *Acceptable Use of Electronic Networks*, including material that is defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or harassing or material that invades the privacy of any individual. Anonymous messages are prohibited.
2. Correct grammar and spelling are expected.
3. All information must be verifiable.

4. Publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials.
5. Publications must identify affiliation with the District, school, and/or department.
6. Widespread use of external links to non-District Web sites is discouraged, but if used, the external sites must contain appropriate educational materials and information as exclusively determined by the District. Every effort should be made to insure that all links are operational. Every link to an external Web site must open a new browser window.
7. Relevant dates are required on all publications, including the date on which the publication was placed on the District Web site. Each site should contain the date the page was last updated.
8. All publications must include the District email address of the staff member responsible for the page. This provides a contact person for questions or comments. If a student is the publisher, the sponsoring staff member's email must be included as the responsible person. Only District staff members may act as student sponsors.
9. Use of the District's Web site for personal or financial gain is prohibited. No commercial or private accounts should be listed on any District Web pages.
10. All documents should be previewed on different Web browsers, especially Netscape Navigator and Internet Explorer, before being posted on the District Web site.

For more information about these expectations or other issues related to Web publishing, please contact the System Administrator.

Protecting Student and Staff Privacy

Personal information concerning students or staff members, including home addresses and telephone numbers, shall not be published on District Web pages.

A student's last name, last name initial, and grade-level shall not be published on District Web pages. In addition, student records shall not be disclosed. In special circumstances (e.g., where accolades are warranted), the sponsoring staff member should contact the Building Principal who may seek permission from the student's parents/guardians. Web pages shall not display student pictures with a student identified by his or her name unless written parental permission was first granted (e.g., by executing the form *Using a Photograph or Videotape of a Student*). Student email addresses, whether a personal or District account, shall not be listed on any District Web page.

Submitting Material to Be Published

Everyone submitting material for publication on the District's Web site shall have signed an *Authorization for Electronic Network Access*. Before material is published on the District Web site, the author must authorize the District in writing to publish the material, unless the District owns the copyright. All material submitted by a teacher or other staff member for publication on the District's Web site is deemed "work for hire," and the copyright in those works vests in the District. All material submitted for the District Web site is subject to treatment as a District-sponsored publication.

Different Levels of Web Publication

The following guidelines provide specific information regarding Web publishing at different levels within the District. At each level, a staff member is identified as being responsible for Web publishing at that level. This individual's Web publishing efforts are supervised by the District Webmaster.

District-Level

The District Webmaster conducts the District-level Web publishing efforts and supervises other levels of Web publishing. District-level publishing includes the District's homepage as well as any publishing activities representing the District as a whole, e.g., information about Board meetings, Board policy, and schedules. The District homepage shall have a link to an Online Privacy Statement.

Department-Level

District departments (e.g., Transportation, Personnel, or Curriculum) may publish their own Web pages as part of the District's Web site. The department supervisor or director is ultimately responsible for his or her respective department's Web pages, but may appoint a staff member as the department's Webmaster to fulfill the maintenance, reviewing, and uploading tasks. The department supervisor or director shall keep the District Webmaster informed of who is the department Webmaster.

The Web-published material should coincide with that department's printed material. The District Webmaster should be consulted before publishing potentially sensitive material, e.g., school comparisons or student data.

The department front pages should maintain the look and feel of the District homepage – the connection to the District should be obvious. Links to the main Web site's "home" must be included at the bottom of main pages, and the District's logo must be included at the top of main front pages of each department.

School-Level

The Building Principal is ultimately responsible for his or her respective school's Web pages, but may appoint a staff member as the School Webmaster to fulfill the maintenance, reviewing, and uploading tasks. The Building Principal shall keep the District Webmaster informed of who is the School Webmaster. All official material originating from the school will be consistent with the District style and content guidelines. The Building Principal or School Webmaster may develop guidelines for the various sections of and contributors to the school's Web pages.

Staff-Level

Any teacher or other staff member wanting to create Web pages for use in class activities or to provide a resource for other teachers or staff members shall notify the School Webmaster of his or her desired publishing activities.

Student-Level

A student wanting to create Web pages on the District Web site as part of a class or school-sponsored activity should request a teacher or staff member to sponsor the student's publishing efforts. The sponsoring teacher or staff member shall notify the School Webmaster of the desired publishing activities. The student's Web page must include an introduction written by the sponsor that describes the intent of the student's Web page and contains the sponsor's District email address. Student Web pages will be removed at the end of the school year unless special arrangements are made.

Personal Web pages are not allowed on the School District's Web server. Likewise, student Web pages may not contain commercial or advertising links, including links to games and advertisements for games.

CROSS REF.: 6:235 (Access to Electronic Networks)

ADMIN. PROC.: 5:170-AP (Administrative Procedure - Copyright for Publication or Sale of Instructional Materials Developed by Employees), 6:235-AP (Administrative Procedure - Acceptable Use of Electronic Networks), 6:235-E2 (Exhibit - Authorization for Electronic Network Access), 6:235-E3 (Exhibit - Online Privacy Statement)

DATED: March 15, 2010

Instruction

Exhibit - Letter to Parents/Guardians Regarding Student Use of the District's Electronic Networks

On District letterhead

Date

Dear Parents/Guardians:

We have the ability to enhance your child's education through the use of electronic networks, including the Internet. The Internet offers vast, diverse, and unique resources. The District's goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Your authorization is needed before your child may use this resource.

The Internet electronically connects thousands of computers throughout the world and millions of individual subscribers. Students and teachers may have access to:

- Limited electronic mail communications with people all over the world,
- Information from government sources, research institutions, and other sources,
- Discussion groups, and
- Many libraries, including the catalog to the Library of Congress, and the Educational Resources Information Clearinghouses (ERIC).

With this educational opportunity also comes responsibility. You and your child should read the enclosed *Authorization for Electronic Network Access* and discuss it together. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions.

The District takes precautions to prevent access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. On an unregulated network, however, it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child or ward should follow. To that end, the School District supports and respects each family's right to decide whether or not to authorize Internet access.

Please read and discuss the *Authorization for Electronic Network Access* with your child. If you agree to allow your child to have an Internet account, sign the *Authorization* form and return it to your school.

DATED: March 15, 2010

Instruction

Exhibit - Authorization for Electronic Network Access

Each staff member must sign this Authorization as a condition for using the District's Electronic Network connection. Each student and his or her parent(s)/guardian(s) must sign the Authorization before being granted unsupervised access. Please read this document carefully before signing.

All use of the Internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. This *Authorization* does not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow the terms of the *Authorization for Electronic Network Access* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

Terms and Conditions

Acceptable Use - Access to the District's electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for a legitimate business use.

Privileges - The use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has violated the terms of access privileges and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- c. Downloading copyrighted material for other than personal use;
- d. Using the network for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources or entities;
- g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
- h. Using another user's account or password;
- i. Posting material authored or created by another without his/her consent;
- j. Posting anonymous messages;
- k. Using the network for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- m. Using the network while access privileges are suspended or revoked.

Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in your messages to others.

- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal the personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the users own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of this *Authorization*.

Security - Network security is a high priority. If you can identify a security problem on the Internet, you must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the Web or on District Web sites or file servers, without explicit written permission.

- a. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
- b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.
- d. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Electronic Mail - The District's electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
- b. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the School District's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- e. Use of the School District's electronic mail system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those "acceptable uses" as detailed in these procedures. Internet safety is almost assured if users will not engage in "unacceptable uses," as detailed in this *Authorization*, and otherwise follow this *Authorization*.

Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in this *Authorization*.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.
Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).
Enhances Education Through Technology, 20 U.S.C §6751 et seq.
720 ILCS 135/0.01.

Authorization for Electronic Network Access Form

Submit to Building Principal.

Students and their parents/guardians need only sign this *Authorization for Electronic Network Access* once while the student is enrolled in the School District.

Staff members need only sign this *Authorization for Electronic Network Access* once while employed by the School District.

- Please check the appropriate box: Staff member
 Parent/Guardian of student
 Student *

I understand and will abide by the above *Authorization for Electronic Network Access*. I understand that the District and/or its agents may access and monitor my use of the Internet, including my e-mail and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its Board of Education members, employees, and agents from any claims and damages arising from my use of, or inability to use the Internet.

User Name (*please print*)

User Signature

Date

*** Students are required to have a parent/guardian read and agree to the following:**

I have read this *Authorization for Electronic Network Access*. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the terms of this *Authorization* with my child. I hereby request that my child be allowed access to the District's Internet.

Parent/Guardian Name (*please print*)

Parent/Guardian Signature

Date

DATED: March 15, 2010

Instruction

Exhibit - Authorization for Staff Access to District 202 Technology

By signing this Authorization, I acknowledge that I have received a copy of the District 202 Technology Acceptable Use Policy and that I have read, understand, and agree to abide by the Acceptable Use Policy. I understand that my use of District computers, networks and technology is primarily for work-related purposes and to further the educational goals of the District.

I acknowledge that access to District technology is provided as a privilege by the District and that inappropriate use may result in disciplinary action up to and including termination of employment and/or legal action, as may off-site use of electronic technology which disrupts or can reasonably be expected to disrupt the school environment.

I ACKNOWLEDGE THAT I HAVE NO EXPECTATION OF PRIVACY IN MY USE OF DISTRICT TECHNOLOGY, AND THAT THE DISTRICT HAS THE RIGHT TO AND DOES MONITOR USE OF THE SYSTEM.

Signature: _____

Date: _____

DATED: June 5, 2006

Instruction

Exhibit - Authorization for Student Access to District 202 Technology

This form must be read and signed by each student (and if under age 18, by his/her parent/guardian) as a condition for using District-provided information technology and systems.

By signing this Authorization, I acknowledge that I have received a copy of the District 202 Technology Acceptable Use Policy and that I have read, understand, and agree to abide by the Acceptable Use Policy.

I acknowledge that access to District technology is provided as a privilege by the District and that inappropriate use may result in disciplinary action up to and including expulsion and/or legal action, as may off-site use of electronic technology which disrupts or can reasonably be expected to disrupt the school environment.

I ACKNOWLEDGE THAT I HAVE NO EXPECTATION OF PRIVACY IN MY USE OF DISTRICT TECHNOLOGY, AND THAT THE DISTRICT HAS THE RIGHT TO AND DOES MONITOR USE OF THE SYSTEM.

Student Name: _____

Grade: _____

Signature: _____

Date: _____

Parent/Guardian Name: _____

Date: _____

DATED: June 5, 2006

Instruction

Exhibit - Online Privacy Statement

Online Privacy Statement

The School District respects the privacy of all Web site visitors to the extent permitted by law. This Online Privacy Statement is intended to inform you of the ways in which this Web site collects information, the uses to which that information will be put, and the ways in which we will protect any information you choose to provide us.

There are four types of information that this site may collect during your visit: network traffic logs, Web site visit logs, cookies, and information voluntarily provided by you.

Network Traffic Logs

In the course of ensuring network security and consistent service for all users, the District employs software programs to do such things as monitor network traffic, identify unauthorized access or access to nonpublic information, detect computer viruses and other software that might damage District computers or the network, and monitor and tune the performance of the District network. In the course of such monitoring, these programs may detect such information as e-mail headers, addresses from network packets, and other information. Information from these activities is used only for the purpose of maintaining the security and performance of the District's networks and computer systems. Personally identifiable information from these activities is not released to external parties without your consent unless required by law.

Web Site Visit Logs

District Web sites routinely collect and store information from online visitors to help manage those sites and improve service. This information includes the pages visited on the site, the date and time of the visit, the Internet address (URL or IP address) of the referring site (often called "referrers"), the domain name and IP address from which the access occurred, the version of browser used, the capabilities of the browser, and search terms used on our search engines. This site makes no attempt to identify individual visitors from this information; any personally identifiable information is not released to external parties without your consent unless required by law.

Cookies

Cookies are pieces of information stored by your Web browser on behalf of a Web site and returned to the Web site on request. This site may use cookies for two purposes: to carry data about your current session at the site from one Web page to the next and to identify you to the site between visits. If you prefer not to receive cookies, you may turn them off in your browser, or may set your browser to ask you before accepting a new cookie. Some pages may not function properly if the cookies are turned off. Unless otherwise notified on this site, we will not store data, other than for these two purposes, in cookies. Cookies remain on your computer, and accordingly we neither store cookies on our computers nor forward them to any external parties. We do not use cookies to track your movement among different Web sites and do not exchange cookies with other entities.

Information Voluntarily Provided by You

In the course of using this Web site, you may choose to provide us with information to help us serve your needs. For example, you may send us an email to request information, an application or other

material, and you may sign up for a mailing list. Any personally identifiable information you send us will be used only for the purpose indicated. Requests for information will be directed to the appropriate staff and may be recorded to help us update our site. We will not sell, exchange, or otherwise distribute your personally identifiable information without your consent, except to the extent required by law. We do not retain the information longer than necessary for normal operations.

Each Web page requesting information discloses the purpose of that information. If you do not wish to have the information used in that manner, you are not required to provide it. Please contact the person listed on the specific page, or listed below, with questions or concerns on the use of personally identifiable information.

While no system can provide guaranteed security, we take reasonable efforts to keep information you provide to us secure, including encryption technology (if any), and physical security at the location of the server where the information is stored.

Web Links to Non-District Web Sites

District Web sites provide links to other World Wide Web sites or resources. We do not control these sites and resources, do not endorse them, and are not responsible for their availability, content, or delivery of services. In particular, external sites are not bound by this Online Privacy Statement; they may have their own policies or none at all. Often you can tell you are leaving a District Web site by noting the URL of the destination site. These links to external Web sites open a new browser window as well.

Please email your questions or concerns to the System Administrator [*insert contact information*].

DATED: March 15, 2010

Instruction

Administrative Procedure - Field Trip Approval and Procedure

Memorandum

Re: ETHS Field Trip Approval and Field Trip Procedure

All Field Trips and Tours must be approved in advance.

A Field Trip is a one-day excursion under the supervision of a faculty member for educational purposes. A teacher planning a Field Trip must complete a Field Trip Approval Form in triplicate and submit it for approval to the teacher's Department Chair or Activity Administrator at least three weeks prior to the proposed trip.

A Tour is an educational trip under the supervision of a faculty member that includes an overnight stay(s). A teacher planning a Tour in the contiguous 48 states must complete a Tour Approval Form in triplicate and submit it for approval to the teacher's Department Chair at least sixty days prior to the proposed Tour. If the proposed Tour is outside of the 48 states, the form must be submitted to the Department Chair at least six months prior to the Tour.

Chaperones for Field Trips who are not District employees must complete a Volunteer Application Form. Tour chaperones must complete a Volunteer Application Form and must have a criminal background check that includes fingerprinting.

Mrs. Turner in the Main Office has Guidelines and Forms for Field Trips and Tours. They also are in the Activities Handbook.

Field Trips will not be approved during the final week of any quarter or during the two weeks preceding the beginning of semester exams unless a special exemption is granted.

No field trip will be approved the day before a holiday of more than one day, on Open House days, or on days when Professional Learning Community or Studying Skillful Teaching Workshops are held.

Field trips will not be allowed on special testing days.

NOTE: Usually no more than two field trips per semester will be approved for any teacher.

The number of field trips for any given day may be limited to three, or to a total of 200 students. The best ratio of chaperones to students is 1:10, however 1:15 will be accepted.

A larger ratio of students will not be approved.

In-class films will not be approved as field trips. Teachers, who wish to have their students view a film, will need to do so within the time allotted for each period.

IN ORDER TO BE FAIR TO YOUR COLLEAGUES, MAKE SURE THAT YOUR STUDENTS GIVE THEIR TRANSPORTATION NOTIFICATIONS TO OTHER TEACHERS AT LEAST FOUR DAYS IN ADVANCE OF A FIELD TRIP.

Effective for the 2008-2009 school year, the use of professional days for field trips will be limited.

DATED: March 15, 2010

Instruction

Administrative Procedure - Securing and Screening Resource Persons and Volunteers

The Assistant Superintendent, Principal or designee directs the use of resource persons and volunteers within his or her building. The use of any individual as a resource person or volunteer is subject to Board of Education policy 4:170, *Safety*; administrative procedure 4:170-AP2, *Criminal Offender Notification Laws*; and Board of Education policy 8:30, *Visitors to and Conduct on School Property*. Specifically, the Principal or designee directs recruitment, screening, placement, and training within the following parameters:

Qualifications - Resource persons and volunteers may come from all backgrounds and all age groups. The main qualification is for the individual to have a desire to give his or her time and talent to enrich student learning opportunities and the school community generally.

Individuals Not Allowed to Serve as a School Volunteer or Resource Person - No individual who is a “sex offender,” as defined by the Sex Offender Registration Act, or a “violent offender against youth,” as defined in the Child Murderer and Violent Offender Against Youth Registration Act, may serve as a resource person or volunteer. Whenever an individual submits a new volunteer information form, the Director of HR or designee shall review the Illinois Sex Offender Registry, isp.state.il.us/, and the violent offenders against youth database maintained by the State Police (when available). The Director of HR may request an individual to submit to a criminal history records check if the individual will be working over a long period of time in direct contact with students where no staff member is continuously present or in other situations where a check would be prudent. In addition, the Director of HR or designee shall review each new list received from law enforcement containing the names of sex offenders (authorized by the Sex Offender Community Notification Law) and violent offenders against youth (authorized by the Child Murderer and Violent Offender Against Youth Community Notification Law) to determine if any resource person or volunteer appears on it.

Recruitment - School personnel may recruit resource persons and volunteers through the following resources: parents/guardians, parent organizations, retired teachers and other senior citizen groups, community businesses, local volunteer centers, and universities. If a staff member, other than the Director of HR, recruits someone, the staff member must provide the individual’s name and address to the Director of HR.

Role - Resource persons and volunteers serve only in an auxiliary capacity under the direction and supervision of a staff member; they are not a substitute for a member of the school staff. Resource persons and volunteers do not have access to confidential student school records.

Selection, Placement, and Supervision - Selection and placement shall be on the basis of an individual’s qualifications and availability and the school’s needs. The individual will be assigned to a staff member only with the staff member’s consent. The relationship between the individual and staff member should be one of mutual respect and confidence.

Requirements - Each resource person and volunteer must register in the school’s main office at the beginning of each visit and wear a name tag while in the building or serving. Unless he or she has already done so during the current academic year, the individual must complete an information form and waiver. Absent an indication on the form that the individual may not qualify, the individual may proceed to the assigned activity.

An individual is prohibited from being a resource person or volunteer if he or she behaves in any manner that demonstrates he or she is not a good role model or is otherwise detrimental to the school environment. Examples of such behavior include: swearing, failing to be dependable, failing to follow the supervisor's instructions, committing any criminal act on school grounds or at a school activity, touching a student in a rude or overly forceful manner, failing to dress in an appropriate manner, or violating any school rule.

Training - Each academic year, when an individual first completes the registration form, the Director of HR or designee should give the individual a copy of this administrative procedure along with other pertinent information. The staff member to whom the individual is assigned is responsible for explaining what is expected of the individual. The Director of HR or designee should arrange appropriate training opportunities for those volunteer activities requiring a skill or knowledge base, e.g., working in the computer lab.

DATED: March 15, 2010

Instruction

Exhibit - Volunteer Information Form and Waiver of Liability

Only one form needs to be completed by a volunteer each school year. Please print clearly in ink:

Name _____
Last First Middle Telephone

Address _____
Street City Zip code

Personal physician _____ Telephone _____

Emergency adult contact _____ Telephone _____

Are you now or have you ever been a school volunteer? Yes No

If yes, at which school? _____ Year? _____

The name of any child or ward attending this school _____

Criminal Conviction Information: Are you a child sex offender? Yes No

Have you ever been convicted of a felony? Yes No If Yes, list all offenses.

Offense	Date	Location
_____	_____	_____
_____	_____	_____

If requested, are you willing to consent to a criminal history records check? Yes No

Volunteers who will work directly with students or have contact with students on a regular basis or who participate in an educational tour that requires an overnight stay must have a criminal history record check (fingerprinting). **FINGERPRINTING MUST BE COMPLETED AND RESULTS RECEIVED BEFORE YOU ARE ELIGIBLE TO VOLUNTEER.**

Fingerprinting forms are available in the Human Resources Dept., H-113.

Waiver of Liability

The School District does not provide insurance coverage to non-District personnel serving as volunteers for the School District. The purpose of this waiver is to provide notice to prospective volunteers that they do not have insurance coverage by the School District and to document the volunteer's acknowledgment that they are providing volunteer service at their own risk.

By your signature below:

You acknowledge that the School District does not provide insurance coverage for the volunteer for any loss, injuries, illness, or death resulting from the volunteer's unpaid service to the School District.

You agree to assume all risk for death or any loss, injury, illness, or damage of any nature or kind, arising out of the volunteer's supervised or unsupervised service to the School District. You also agree to waive any and all claims against the School District, or its officers, School Board Members, employees, agents or assigns, for loss due to death, injury, illness or damage of any kind arising out of the volunteer's supervised or unsupervised service to the School District.

Volunteer name (please print)

Volunteer signature

Date

Instruction

Administrative Procedure - Evaluating and Reporting Student Achievement

Actor	Action
Teacher	<p>Informs students about the grading system at the beginning of each school year or term, whichever is applicable.</p> <p>Explains that grades: (1) assess progress toward education goals and assist in the improvement of that progress, (2) will be given by the teacher, using his or her professional judgment, in an impartial and consistent manner, and (3) no credits will be awarded for excessive absences.</p> <p>Assesses student achievement as demonstrated through such performance indicators as the following (these are not listed in order of importance):</p> <ol style="list-style-type: none"> 1. Preparation of assignments, including completeness, accuracy, legibility, and promptness. 2. Contribution to classroom discussions. 3. Demonstrated understanding of concepts. 4. Application of skills and knowledge to new situations. 5. Organization, presentation, and content of written and oral reports. 6. Originality and reasoning ability when working through problems. 7. Accomplishment in class presentations and projects. 8. Performance on tests, quizzes, and final examinations. <p>Assigns grades for academic achievement using letter grades.</p> <p>A grade of “incomplete” should be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within 2 weeks, will be changed into an “F” grade.</p> <p>Whenever it becomes evident that a student is in danger of failing, arranges a special conference with the parent(s)/guardian(s) or sends the parent(s)/guardian(s) a written report.</p>
Assistant Superintendent, Principal or designee	<p>Supervises implementation of this administrative procedure.</p> <p>Insures that parent(s)/guardian(s) are informed of their student’s progress at regular intervals, but at least 4 times a year, and whenever the student’s performance requires special attention.</p> <p>Divorced or separated parents will both be informed unless a court order requires otherwise. All grades and symbols must be appropriately explained.</p> <p>Establishes an appropriate means of communication whenever he or she becomes aware that a parent/guardian is unable to understand written communications from the school or oral communications made during conferences related to the student’s progress or school</p>

Actor	Action
	<p>activities.</p> <p>Supervises the various methods for communicating with parents/guardians including:</p> <ol style="list-style-type: none"> 1. Parent-teacher conferences, conducted on a regular basis. They may be scheduled on different days and at different times to accommodate the various grade levels and attendance centers. 2. Open houses, parent education meetings, and newsletters. 3. Interim reports, through which teachers contact parents/guardians whenever teachers believe additional information should be shared. Teachers shall try to be available to meet with parents/guardians at a mutually agreed upon time.
Assistant Superintendent, Principal or designee	<p>Implements a 4.0 system for calculating grade point average (GPA).</p> <p>All advanced placement courses will add one point toward calculating GPA and class rank.</p> <p>All honors classes add 0.5 point toward GPA and class rank.</p> <p>Supervises the computation of class rank.</p> <p>Beginning with the class of 2012, grades in all courses are used in computing GPA and class rank. In computing class rank, all students at a given grade level are included.</p> <p>Designates academic scholars from each year's senior class whose academic rank places them in the top 20 students of the class.</p> <p>Administers the pass/fail option in which juniors or seniors may choose to take a one-year course or one course in each semester for credit on a pass/fail basis.</p> <p>A student may only take 4 semesters using this option. The option may not be carried into another year if not used.</p> <p>The pass/fail option may not be used in courses required for graduation or for AP classes.</p>
Parents/Guardians	<p>Attend parent-teacher conferences.</p> <p>Provide a study-conducive atmosphere and supervises their child's completion of course work.</p> <p>Sign their student's report cards and other assessment notices and provides appropriate feedback to their child.</p> <p>Whenever a question or concern arises, leave a phone message or e-mail at the school for the appropriate teacher or other school staff member.</p> <p>In order to object to a grade or retention decision, first confer with the appropriate teacher and, if still not satisfied, contact the Department Chair.</p>

Actor	Action
Assistant Superintendent, Principal or designee	<p>Confers with any parent/guardian and/or student who objects to a grade.</p> <p>Discusses with the teacher the reasons why the parents/guardians and/or student objects to a grade or retention decision and requests the teacher's perspective.</p> <p>Determines whether to change the grade based on the existence of any of the following:</p> <ul style="list-style-type: none"> • A miscalculation of test scores; • A technical error in assigning a particular grade or score; • The teacher agrees to allow the student to do extra work that may impact the grade; • An inappropriate grading system used to determine the grade; <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • An inappropriate grade based on an appropriate grading system. <p>Decides whether to change the grade and, if so, notifies the teacher of the nature and reason for the change and signs the changed record.</p>

DATED: March 15, 2010

Instruction

Exhibit - Application for a Diploma for Veterans of WW II, the Korean Conflict, or the Vietnam Conflict

Please refer to the following material:

DATED: March 15, 2010

Date

Dear Veteran or Family Member of Veteran:

Enclosed you will find the District 202 Evanston Township High School “Veterans’ Application for High School Diploma” and the Veteran’s Graduation - forms. Please complete both forms and provide the appropriate information to document the periods of military service.

Also, you are invited to participate in the Graduation Ceremony on at Northwestern University’s McGaw Hall. If you are interested in participating, please complete the information on the Veteran’s Graduation – form and return it with the diploma application by

If you have any questions, comments, or you need further information, feel free to call me at (847) 424-7700.

Sincerely,

Kimberly Hawthorne, Secretary
Office of the Associate Principal, Grades 11-12

Enclosures

Veteran's Graduation

I will participate in the ETHS graduation ceremony on Sunday,

Number of Tickets: _____ (maximum 8)

Height: _____ Weight: _____

If you plan to participate in the ceremony, tickets and further information will be sent to you by

Also, if the veteran is deceased, the spouse or next of kin is invited to participate in the ceremony on behalf of the deceased veteran.

I am unable to participate in the ceremony.

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone: (_____) _____
Daytime



District 202 Board of Education
 Evanston Township High School
VETERANS' APPLICATION
 FOR
HIGH SCHOOL DIPLOMA



- Copy of Honorable Discharge Papers is required and must accompany this application •
- Diploma can be POSTHUMOUSLY applied for by next of kin •

VETERAN APPLICANT'S NAME & PERSONAL INFORMATION *(Type or print legibly)*

First Name	Middle Name	Last Name	Suffix
Address <i>(number, street, apt/unit no., city, state ZIP)</i>		Home Phone <i>(include area code)</i>	
		Work Phone <i>(include area code & extension)</i>	
Date of Birth <i>Month Day Year</i>	Social Security No.	Gender <i>(Circle one)</i> <i>Male Female</i>	

VETERAN'S MILITARY SERVICE INFORMATION

Branch of Service	Name & address of next of kin, if appropriate
Service Number	Highest Rank/Grade Attained
Periods of Active Military Service	
<i>Date(s) Entered Date(s) Separated</i>	
V.A. File Number <i>(if available/applicable)</i>	<i>Month Day Year Month Day Year</i>

<i>I certify that all information provided on this application and the supporting documentation is true to the best of my knowledge.</i>	
Signature of Veteran, Spouse, or Next of Kin:	Date:
<i>If next of kin, please identify your relationship:</i>	
To be completed by School District Representative:	Approved _____ Disapproved _____
name and Title:	Date:

Instruction

Exhibit - State Law Graduation Requirements

The School Code, 105 ILCS 5/27-22, as amended by P.A. 94-676 (eff. 8-24-05), contains the following course requirements in order for a student in Illinois to receive a high school diploma. Other graduation requirements, including additional course requirements if any, are contained in School Board policy 6:300, *Graduation Requirements*.

State Law Graduation Requirements
105 ILCS 5/27-22

Sec. 27-22. Required high school courses.

- (a) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 1984-1985 school year through the 2004-2005 school year must, in addition to other course requirements, successfully complete the following courses:
 - (1) Three years of language arts;
 - (2) Two years of mathematics, one of which may be related to computer technology;
 - (3) One year of science;
 - (4) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and
 - (5) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language or (D) vocational education.
- (b) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2005-2006 school year must, in addition to other course requirements, successfully complete all of the following courses:
 - (1) Three years of language arts.
 - (2) Three years of mathematics.
 - (3) One year of science.
 - (4) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
 - (5) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
- (c) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2006-2007 school year must, in addition to other course requirements, successfully complete all of the following courses:
 - (1) Three years of language arts.
 - (2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
 - (3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.
 - (4) One year of science.
 - (5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.

- (6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
- (d) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2007-2008 school year must, in addition to other course requirements, successfully complete all of the following courses:
 - (1) Three years of language arts.
 - (2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
 - (3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.
 - (4) Two years of science.
 - (5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
 - (6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
- (e) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2008-2009 school year or a subsequent school year must, in addition to other course requirements, successfully complete all of the following courses:
 - (1) Four years of language arts.
 - (2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
 - (3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.
 - (4) Two years of science.
 - (5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
 - (6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
- (f) The State Board of Education shall develop and inform school districts of standards for writing-intensive coursework.
- (g) This amendatory Act of 1983 does not apply to pupils entering the 9th grade in 1983-1984 school year and prior school years or to students with disabilities whose course of study is determined by an Individualized Education Program.

This amendatory Act of the 94th General Assembly does not apply to pupils entering the 9th grade in the 2004-2005 school year or a prior school year or to students with disabilities whose course of study is determined by an Individualized Education Program.
- (h) The provisions of this Section are subject to the provisions of Section 27-22.05 [required course substitution].

DATED: March 15, 2010

**EVANSTON TOWNSHIP HIGH SCHOOL DISTRICT 202
DISTRICT ADMINISTRATIVE PROCEDURES MANUAL
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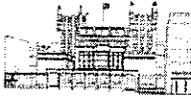
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Students

Exhibit - Notification to Parents of Family Privacy Rights

Please refer to the following materials:

DATED: March 15, 2010



Research, Evaluation & Assessment

Judith Levinson, Ph.D.
Director of Research, Evaluation and Assessment
EVANSTON TOWNSHIP HIGH SCHOOL
1600 Dodge Avenue
Evanston, Illinois 60204
[847] 424-7171 *phone*
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Research and Survey Approval Procedures

Evanston Township High School District 202 encourages research that provides a basis for improving school processes and student learning within the district as well as research that contributes to the field of education in the areas of theory and practice. While the district encourages educational research, the need for research and the collection of information is always balanced against the district's objectives.

Surveys and research that take place within the district require prior written approval of the Research, Evaluation, and Assessment Department. A written proposal meeting the specified guidelines must be submitted to Research, Evaluation, and Assessment review. The timeline for approval varies with each proposal. Submitters may be asked to answer questions about the proposal or to make modifications prior to approval or denial of the request.

Surveys and research must support the school district goals and objectives in order to be approved. Survey or research projects must meet district policy or state and federal laws or regulations.

Department directors and principals should not allow surveys or research to take place unless the individual or organization that wishes to conduct the survey or research can demonstrate prior written approval from the Research, Evaluation, and Assessment Department. When prior parent/guardian consent is required for student participation, no student may be allowed to participate in a survey or research project without documentation of consent.

Procedure for Proposal Submission and Review

- I. All proposals must include the following sections:
 - A. **Contact information** including name, mailing address, affiliation, current phone number, and e-mail address for the proposer(s).
 - B. A statement of the **purpose** of the survey or the problem to be investigated.
 - C. An explanation as to how the survey or research is of **value** to the field of education in general and more specifically to District 202
 - D. Statement of the **methodology and procedures** to be used.
 - E. Copies of **instrumentation** to be used. This includes, but is not limited to, surveys, tests, consent forms, and data recording sheets.
 - F. Identification of the proposed **target** population.
 - G. Estimate of the **time** involved (e.g., length of interviews/observations, amount of time it will take to fill out a survey or complete a test) and a discussion of any potential disruption of school activities.
 - H. A tentative **timeline** for the collection, analysis/interpretation, and presentation of the data. Data collection during the regular school year will typically not be approved to begin during district or state

mandated assessments. Research proposal for a given school year will not be accepted after spring break.

- I. Specification of any **special requests** for student record information or test scores including any special analyses, reports, or computer files.
- J. If the research project is associated with an institution that requires a formal human subjects review, a copy of the **human subjects review committee approval** is required prior to final approval.

2. The proposal will be reviewed as follows:

- A. The Research, Evaluation, and Assessment Department will review the methods, procedures, and instrumentation to ensure that the study meets the district's guidelines. Instruments and procedures must be consistent with all federal and state statutes and regulations that relate to student information release, data collection, use of human subjects, survey question content, and survey procedures.
- B. Appropriate district departments, and programs affected by the survey or study may be asked to review the proposal for merit, costs in staff and student time, and value to the school district.
- C. Written approval or denial of the survey or research request will be provided. Approval may be contingent upon the agreement of the proposer to certain limitations or modifications.

Approved Research or Survey

If the survey or research study is approved, an agreement form will be sent to the proposer(s). As soon as the agreement form is signed and returned to the district, the proposer(s) may proceed with the study.

Contact must be maintained with the Research, Evaluation, and Assessment Department throughout the research process to ensure compliance with district guidelines. Written notice of changes made to research procedures, instruments used, or data management is required. Final copies of research protocol must be submitted within 30 days of data collection.

Administrators whose department will be affected by the survey or research project will be notified of the project's approval.

Appropriate written consent must be demonstrated prior to the collection of data.

Researchers will need to agree:

- To keep the identities of study participants confidential and not present their findings in such a way that it becomes possible to identify any individual study participant. Evanston Township High School will not be mentioned by name.
- To minimize disruption or interference in the teaching and learning at ETHS from their study. (Potential or unavoidable interference will be weighed against the value of the proposed study.)

When the survey or research study is completed, a copy of the final research report or summary of the survey results must be provided to the Evanston Township High School District 202 Research, Evaluation, and Assessment Department. The school district reserves the right to use the information in the research report or summary for planning, solicitation of grants, and staff development.

Evanston Township High School reserves the right to require reimbursement for all costs of materials and human resource hours expended by the district in the accomplishment of the approved survey or research.

The researcher agrees to the following:

1. Develop a timeline and schedule with administrators/teachers involved in the project.
2. Maintain confidentiality of data.
3. Obtain consent forms as designated in proposal.
4. Work within district policies and procedures.
5. Conduct the study in accordance with the relevant, current protocol and will only make changes in a protocol after notifying the Research Office, except when necessary to protect the safety, rights or welfare of subjects.
6. Conduct or supervise personally the described investigation.
7. Ensure that all associates, colleagues, and employees assisting in the conduct of the study are informed about their obligations in meeting the above commitments.
8. Provide a copy of the final research report to the Research Office at Evanston Township High School.

Signature of Researcher

Date

Approved by

Title

Date

Students

Administrative Procedure - Harassment of Students Prohibited

Actor	Action
Principal or Designee	<p>Distribute and publicize Board of Education policy 7:20, <i>Harassment of Students Prohibited</i>, and Board of Education policy 2:260, <i>Complaint Policy</i> using various methods. Take measures to prevent harassment of students, including:</p> <ol style="list-style-type: none"> 1. Conduct periodic harassment awareness training for all school staff, including administrators, teachers, and guidance counselors. 2. Conduct periodic age-appropriate harassment awareness training for students. 3. Establish discussion groups in which students can discuss what constitutes harassment and how to respond to it in the school setting. 4. Survey students to determine if harassment is occurring at school. 5. Conduct periodic harassment awareness training for parents/guardians. 6. Work with parents/guardians and students to develop and implement age-appropriate, effective measures for addressing harassment. 7. Determine when extra supervision and precaution should be taken, such as, when: two or more students seem to be in conflict with each other; there have been previous incidents of harassment, sexual assaults, threats, or bullying around perceived sexual orientation; or a specific student has had prior disciplinary violations. 8. Have a process in place to: (1) inform all relevant staff members who are responsible for supervising a student with a history of violent or sexually inappropriate behavior, and (2) keep the student constantly supervised. 9. Regularly train staff regarding: (1) their classroom and non-classroom supervisory responsibilities, e.g., during a school-sponsored event, before and after school, while students wait for the school bus, between classes, during lunch, and at recess, (2) behaviors that may be an indicator of sexual or physical violence against another student, and (3) what to do when they observe an unusual and disruptive student. 10. Identify areas in the school building that are isolated (e.g., restrooms, locker rooms, hallways while classes are in session, stairwells, and empty rooms) and take extra steps to make them safe. 11. Immediately notify the police and relevant parents/guardians when an assault or attempted assault has occurred.
Nondiscrimination Coordinator and/or Grievance Complaint Manager	<p>Thoroughly and promptly investigate allegations of harassment by:</p> <ol style="list-style-type: none"> 1. Distributing Board policy 2:260, <i>Complaint Policy</i>, to any person upon request;

Actor	Action
	<ol style="list-style-type: none"> 2. Following Board policy 2:260, <i>Complaint policy</i>; 3. Notifying a student's parents/guardians that they may attend any investigatory meetings in which their child is present; 4. Keeping the complaining parents/guardians informed of any investigation's progress; and 5. Keeping confidential all information about an investigation and the statements of students and other witnesses. The Superintendent shall be kept informed of an investigation's progress.
All District Staff Members	Immediately report to the Illinois Department of Children and Family Services any situation that provides you with reasonable cause to believe that a child may be an abused child or a neglected child. Promptly notify the Superintendent and Principal or designee that you made a report.

DATED: March 15, 2010

Students

Administrative Procedure – Placement of Nonpublic School Students Transferring Into the District

Actor	Action
Parent(s)/guardian(s) of a nonpublic school student transferring into the District	Shall perform all school admission requirements contained in Board of Education policy 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> , and administrative procedure 7:50-AP, <i>Administrative Procedure - School Admissions and Student Transfers To and From Non-District Schools</i> .
Principal or designee	<p>Meets with parent(s)/guardian(s) to discuss appropriate placement.</p> <p>Inquires about the student’s special interests, concerns, and goals.</p> <p>Administers a Student Home Language Survey. ISBE provides Sample Home Language Surveys that are available in English and twenty-nine other languages. See .isbe.net/bilingual/htmls/tbe_tpi.htm.</p> <p>Determines achievement level based on interviews, school records, achievement testing, and/or other appropriate means.</p> <p>Considers special circumstances, e.g., whether the student is: gifted, disabled, homeless, has limited English proficiency, is part of a migrant family, has special medical needs, or has other needs.</p> <p>Before making a placement decision, seeks input from appropriate school personnel.</p> <p>Awards credits and determines placement.</p> <p>Course credit awarded to students transferring from a non-graded school or a school that is not recognized by the state education agency, will be given the grade of “P” for passing with no letter or numerical designation for the level of proficiency.</p> <p>Completes other enrollment procedures.</p>

DATED: March 15, 2010

Students

Administrative Procedure - School Admissions and Student Transfers To and From Non-District Schools

Transferring In

Steps	Requirements and Actions That Must Be Completed
Compliance with admission eligibility prerequisites in State law and Board of Education policy	<p>All students seeking admission shall meet all residency, age, health examination, immunization, and other eligibility prerequisites as mandated by State law and Board of Education policy on admissions. (See 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools.</i>)</p>
Compliance with the Missing Children Records Act and Missing Children Registration Law	<p>The Principal or designee of the school into which the student is transferring shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student’s birth certificate (325 ILCS 55/5(b), 20 Ill.Admin.Code §1290. 60(a).</p> <p>If the person enrolling a student fails to comply with the above requirement, the Principal or designee shall immediately notify the local law enforcement agency and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the matter will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, refer the case.</p> <p>The Principal or designee shall immediately report to the local law enforcement authority and the Department of State Police any affidavit that appears inaccurate or suspicious in form or content (325 ILCS 50/5 and 55/5).</p> <p>The Principal or designee shall, within 14 days after enrolling a transfer student, request directly from the student’s previous school a certified copy of the student’s record (23 Ill.Admin. Code §375.75(b), 325 ILCS 55/5(c).</p>
Compliance with the Good Standing Requirement	<p>The parent(s)/guardian(s) of a student who is transferring from an Illinois public school shall present a completed Good Standing Form from the Illinois public school from which the student is transferring (105 ILCS 5/2-3.13a).</p> <p>The Good Standing Form (ISBE Form 33-78) indicates whether the student’s medical records are current and whether the student is currently being disciplined by a suspension or expulsion.</p> <p>If the student is transferring from any private school (whether located in Illinois or not) or any non-Illinois public school, the parent(s)/guardian(s) shall certify in</p>

Steps	Requirements and Actions That Must Be Completed
	<p>writing that the student is not currently serving a suspension or expulsion imposed by the school from which the student is transferring (105 ILCS 5/2-3.13a).</p> <p>The Principal or designee shall deny admittance to any student who was suspended or expelled for any reason from any public or private school in this or any other state until the student completes the entire term of the suspension or expulsion (105 ILCS 5/2-3.13a).</p> <p>If the student is transferring from an Illinois public school, the Principal or designee shall refuse to admit the student unless the student can produce a Good Standing Form from the student's previous school.</p> <p>If the student is transferring from any private school (whether located in Illinois or not) or any non-Illinois public school, the Principal or designee shall refuse to admit the student unless his or her parent(s)/guardian(s) certify in writing that the student is not currently serving a suspension or expulsion imposed by the school from which the student is transferring.</p> <p>The Principal or designee may, upon the request of the parent(s)/guardian(s) of a student suspended or expelled for any reason, place the student in an alternative school program established under <u>The School Code</u> (105 ILCS 5/2-3.13a).</p>
<p>Compliance with laws concerning education of homeless children</p>	<p>The Principal or designee shall immediately enroll a homeless child even if the child is unable to produce records normally required for enrollment, in accordance with 6:140, <i>Education of Homeless Children</i> and 6:140-AP, <i>Education of Homeless Children</i> (42 U.S.C. §11432(g)(3)(C)(i) and 105 ILCS 45/1-20.)</p> <p>The Principal or designee must immediately contact the school last attended by the child to obtain relevant academic and other records (42 U.S.C. §11432(g)(3)(C)(ii) and 105 ILCS 45/1-10).</p>
<p>Other admission steps</p>	<p>Principal or designee shall make the class or grade level assignment, with input from a counselor when needed, and may accept or reject the transferring school's recommendations.</p> <p>When parent(s)/guardian(s) of a student eligible for special education present an individualized education program to a new school, the student must be placed in a program in accordance with the IEP (105 ILCS 5/10-20.12A).</p> <p>The Principal or designee shall administer 6:160-E1, <i>Student Home Language Survey</i>, to each student entering the District's schools for the first time (23 Ill.Admin.Code §228.15).</p>

Steps	Requirements and Actions That Must Be Completed
	<p>Grade-Level Placement: Your grade-level assignment will depend on how many credits you have earned (See Standards for Promotion). Returning students are assigned to their previous counselor and grade level when appropriate. Transfer students, in general, are given a grade-level assignment equal to the assignment at their previous school, subject to change once the official transcript is received. In either case, the administration reserves the right to determine proper grade-level placement.</p> <p>Transfer Credit: Grade-level placement for transfer students, nonpublic school students, and home-schooled students is determined by the student’s age, credits earned, and courses enrolled. Students who transfer to ETHS and enroll in the same or a similar course will earn credit and receive a grade based on the transfer grade and the grade earned for the work completed after the date enrolled at ETHS. Students who transfer to ETHS and enroll in a new course not taken at the transferring school will earn a credit and grade provided the student enrolls in the course before the beginning of the or quarter. Students who enroll after the beginning of the or quarter will receive a late-entrant grade (LA, LB, etc.) Students do not receive credit for a late-entrant grade.</p> <p>To qualify for an ETHS diploma, students who transfer to ETHS must attend the high school full time for at least the final semester before graduation. Students who are not in full-time attendance for the final semester must apply to the transferring school to receive a diploma. Official and unofficial records for students transferring out of ETHS will not be sent until all fees and obligations are cleared.</p>

Transferring Out

Steps	Requirements and Action That Must Be Completed
Initial step	The parent(s)/guardian(s) of a student shall notify the Principal of their intent, pay outstanding fees or fines, sign a release form authorizing the release of student records, and return all school-owned property.
Compliance with <u>The School Code</u> and the Illinois School Student Records Act	<p>After receiving a request to transfer school student records, the Principal or designee of the transferring school must provide written notice of the nature and substance of the information to be transferred and the opportunity to inspect, copy, and challenge the record (23 Ill.Admin.Code §375.70(a).</p> <p>The Principal or designee of the transferring school must forward, within 10 days of the notice of the student’s transfer, a copy of the student’s school record (105 ILCS 10/8.1). However, if the student has unpaid fines or fees and is transferring to a</p>

Steps	Requirements and Action That Must Be Completed
	<p>public school located in Illinois or any other state, an unofficial record of the student’s grades will be sent in lieu of the student’s official transcript of scholastic records (105 ILCS 5/2-3.13a(a), 23 Ill.Admin.Code §375.70(h).</p> <p>The Principal or designee shall, within 10 days after the student has paid all of his or her outstanding fines and fees and at the school’s own expense, forward an official transcript of the scholastic records as defined in 23 Ill.Admin.Code §375.70(f) (105 ILCS 5/2-3.13a(a).</p> <p>If within 150 days after a student leaves a school, the school has not received a request for the student’s record, or been presented with other documentation that the student has enrolled in another school, the student is counted in the school’s and District’s calculation of its annual dropout rate (23 Ill.Admin.Code §375.70(d).</p>
<p>Compliance with the Missing Children Records Act and Missing Children Registration Law</p>	<p>The Principal or designee of the transferring school must send the student’s records within 10 days of notice, unless the record has been flagged pursuant to the Missing Children’s Act; if flagged, the copy shall not be forwarded and the requested school must notify the local law enforcement authority and Department of State Police of the request (105 ILCS 10/8.1, 325 ILCS 55/5(c) and 50/5(a).</p> <p>Note: If the Department of State Police notifies a school of a current or former student’s disappearance, the school must flag the student’s record so that whenever information regarding the record is requested, the school can immediately report the request to the Department of State Police.</p>
<p>Compliance with the Good Standing Requirement</p>	<p>The Principal or designee of the transferring school shall send to the school in which the student will or has enrolled a completed Good Standing Form, and, if a transferring student is currently suspended or expelled, indicate:</p> <ol style="list-style-type: none"> 1. The date and duration of the suspension or expulsion, and 2. Whether the suspension or expulsion is for knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. §8921 <i>et seq.</i>), for knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis, or for battering a staff member of the school (105 ILCS 5/2-3.13a).
<p>Compliance with the Illinois Domestic Violence Act</p>	<p>If a child transferring to another school is a “protected person” under an order of protection, the petitioner may request the Principal or designee to provide written notice of the order of protection, along with a certified copy of the order, to the institution to which the child is transferring (750 ILCS 60/222).</p>

Steps	Requirements and Action That Must Be Completed
	The Principal or designee shall respond to the above request by providing, within 24 hours of the transfer, or as soon as possible, written notice of the order of protection, along with a certified copy of the order, to the institution to which the child is transferring.

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232.
Missing Children Records Act, 325 ILCS 50/.
Missing Children Registration Law, 325 ILCS 55/.
105 ILCS 5/2-3.13a and 10/8.1.
750 ILCS 60/222.
20 Ill.Admin.Code §1290.60(a).
23 Ill.Admin.Code §375.7c.

DATED: March 15, 2010

Students

Administrative Procedure - Challenging a Student’s Residence Status

Actor	Action
Chief Financial Officer or Designee	On behalf of the Administration, notifies the person who enrolled a student of the tuition amount due to the District for the non-resident student’s attendance. The notice shall be sent by certified mail, return receipt requested.
Person Enrolling the Student	<p>Within 10 days after receipt of the notice, may request a hearing to review the determination that tuition is due. The request shall be sent certified mail, return receipt requested, to the District Superintendent.</p> <p>If a hearing is requested to review the Administration’s decision: May request that the student continue attendance at the District’s schools pending the Administration’s final decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Administration decides the student is a non-resident who must pay tuition.</p>
Superintendent or Designee	On behalf of the Administration and within 10 days after receiving the hearing request, shall notify the person requesting the hearing of its time and place; the notification shall be sent by certified mail, return receipt requested. The hearing shall be held not less than 10 nor more than 20 days after this hearing notice is given.
Board of Education or Hearing Officer Designated by the Board	<p>Conducts the hearing. At the hearing: (1) the Administration and the person who enrolled the student may use representatives of their choice, and (2) the person who enrolled the student has the burden of going forward with the evidence concerning the student’s residency.</p> <p>If the hearing is conducted by a hearing officer: Within 5 days after the hearing’s conclusion, sends a written report of his or her findings to the Administration and to the person who enrolled the student. The report shall be sent by certified mail, return receipt requested.</p>
Person Who Enrolled the Student	If the hearing is conducted by a hearing officer: Within 5 days after receiving the hearing officer’s findings, may file written objections to the findings with the Administration. The objections shall be sent by certified mail, return receipt requested, addressed to the District Superintendent.
Board of Education	Whether the hearing is conducted by the Administration or a hearing officer: Within 15 days after the hearing’s conclusion, decides whether or not the student is a resident of the District and the amount of any tuition required to be charged as a result of the student’s attendance in the District’s schools; sends a copy of its decision to the person who enrolled the student. The

Actor	Action
	Administration's decision is final. If a student is determined to be a non-resident: Must refuse to permit the student to continue attending the schools unless the required tuition is paid.

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

DATED: March 15, 2010

Students

Administrative Procedure - Establishing Student Residency

Actor	Requirements and Actions that Must Be Completed
<p>Anyone Seeking to Enroll a Student</p>	<p>Must present a certified or registered birth certificate for the student.</p> <p>Must present proof of residency within the District by providing the required number of documents from each of the following categories:</p> <p><u>Category I</u> (One document required)</p> <ul style="list-style-type: none"> Most recent property tax bill and proof of payment, e.g., canceled check or Form 1098 (homeowners) Mortgage papers (homeowners) Signed and dated lease and proof of last month’s payment, e.g., canceled check or receipts (renters) Letter from manager and proof of last month’s payment, e.g., canceled check or receipt (trailer park residents) Letter of residence from landlord in lieu of lease (7:60-AP2, E1) Letter of residence to be used when the person seeking to enroll a student is living with a District resident (7:60-AP2, E2) <p><u>Category II</u> (Two documents showing proper address are required)</p> <ul style="list-style-type: none"> Driver’s license Vehicle registration Voter registration Most recent cable television and/or credit card bill Current public aid card Current homeowners/renters insurance policy and premium payment receipt Most recent gas, electric, and/or water bill Current library card Receipt for moving van rental Mail received at new residences <p><u>Military Personnel Enrolling a Student for the First Time in the District.</u></p> <p>Must provide one of the following within 60 days after the date of student’s initial enrollment)</p> <ul style="list-style-type: none"> Postmarked mail addressed to military personnel Lease agreement for occupancy Proof of ownership of residence <p><u>Military Personnel Wanting to Keep Child/Ward Enrolled in the District Despite Having Changed Residence Due to a Military Service Obligation.</u></p> <p>Upon submitting a written request, the student’s residence will be deemed to be unchanged for the duration of the custodian’s military service obligation. The District, however, is not responsible for the student’s transportation to or from school.</p>

Actor	Requirements and Actions that Must Be Completed
Anyone with a Custody Order Seeking to Enroll a Student	Presents court order, agreement, judgment, or decree that awards or gives custody of the student to any person (including divorce decrees awarding custody to one or both parents).
Non-Parent Seeking to Enroll a Student	Must complete and sign <i>Evidence of Non-Parent's Custody, Control, and Responsibility of a Student</i> form, Board of Education exhibit 7:60-AP2, E3.

IMPORTANT:

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

WARNING:

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

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

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

DATED: March 15, 2010

Students

Exhibit - Letter of Residence from Landlord in Lieu of Lease

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

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

Child School

Individual enrolling the child Home Telephone

Relationship to the child

Residence street address City Zip code

Landlord’s name Landlord’s telephone

Landlord’s address City Zip code

Signature of the individual enrolling the student Date

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

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

Landlord’s signature Date

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

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

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

DATED: March 15, 2010

Students

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

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

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

Child School

Individual enrolling the child Home Telephone

Relationship to the child

Residence street address City Zip code

Signature of the individual enrolling the student Date

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

Name of the individual who is responsible for the residence Telephone

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

Total number of: Persons living at this residence _____ Rooms in residence _____ Bedrooms _____

State the reasons for this living arrangement, including your relationship to the individual enrolling the child:

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

Signature of the individual who is responsible for the residence Date

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

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

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

DATED: March 15, 2010

Students

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

This form establishes a child’s residency in the School District when the child is not living with a natural or adoptive parent. It must be completed by the individual who has assumed custody. Read **Important Warning** and submit this form with your signature to the Principal.

Student’s name

District attendance building

Name of individual completing this form (*Please print*)

Relationship to child

Please check all applicable boxes:

- The child lives with me at my residence address, as stated below, and is not living with me solely for the purpose of attending the District’s school.
- I have assumed and exercise full legal responsibility for and control of the child regarding daily educational and medical decisions, including responsibility for:
 - medical decisions and costs
 - discipline and restitution for vandalism or other crimes
 - food and clothing
 - school fees (books, bus, etc.)

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

- Eats meals _____
- Sleeps _____
- Spends weekends and summers _____

Important Warning: The School District reserves the right to evaluate the evidence presented. Completing this form does not guarantee admission. If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for non-resident tuition from the date the student began attending a District school as a non-resident.

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

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

Date

Signature of individual completing this form

Telephone

Address

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

Please check all applicable boxes:

- I am the natural or adoptive parent of the child.
- I have willingly transferred full custody and control of, as well as responsibility for this child to: _____
- The transfer of custody is not solely for the purpose of attending the District’s schools.

Date

Signature of individual completing this form

Telephone

Address

DATED: March 15, 2010

Students

Administrative Procedure - Agency and Police Interviews

Interviews by Police

1. The Principal will check the police officer's credentials and any legal papers, such as, warrants for arrest, search warrants, or subpoenas to be served.
2. Interviews of minor students without permission of the parent(s)/guardian(s) are not permitted unless a legal process is presented or in emergency situations. The Principal will attempt to contact the student's parent(s)/guardian(s), and inform them that the student is subject to an interview. In extreme emergency situations, DCFS employees, law enforcement personnel, or treating physicians may, in effecting temporary protective custody, request that the District not notify parents until the child's safety is ensured. The Principal should ask that such a request be made in writing. If possible, the parent(s)/guardian(s) will be given the opportunity to be present and be represented by legal counsel at their own expense.
3. Interviews will be conducted in a private setting. If the parent(s)/guardian(s) are absent, the Principal and one other adult witness, selected by the Principal, will be present during the interview.
4. Interview proceedings will be documented in writing for inclusion in the student's temporary records.
5. No minor student shall be removed from the school by the police officer without the consent of a parent(s)/guardian(s), except upon service of a valid warrant of arrest or in cases of warrantless temporary protective custody.

Interviews by the Illinois Department of Children and Family Services (DCFS)

1. The Principal will check the agent's credentials and any papers pertaining to a legal process.
2. The Principal will attempt to contact the student's parent(s)/guardian(s) and inform them that the student is subject to an interview, if appropriate.
3. If the DCFS agent does not want a parent(s)/guardian(s) notified or present during the interview, this stipulation should be in writing and signed by the DCFS agent.
4. Interviews will be conducted in a private setting. If the parent(s)/guardian(s) are absent, the Principal and one other adult witness, a member of the District staff, will be present during the interview.
5. The student may be removed from school by the DCFS agent if circumstances warrant. A local law enforcement agency officer, designated DCFS employee, or a physician treating a child may take or retain temporary protective custody of the child without the consent of the person responsible for the child's welfare, if: (1) he or she has reason to believe that the child's circumstances or conditions are such that continuing in his or her place of residence or in the care and custody of the person responsible for the child's welfare, presents an imminent danger to that child's life or health; (2) the person responsible for the child's welfare is unavailable or has been asked and does not consent to the child's removal from his or her custody; or (3) there is not time to apply for a court order under the Juvenile Court Act for temporary custody of the child. The person taking or retaining a child in temporary protective custody shall immediately

make every reasonable effort to notify the person responsible for the child's welfare and shall immediately notify the Department.

6. No District employee may act as a DCFS agent.

LEGAL REF.: 55 ILCS 80/1 et seq., Children's Advocacy Center Act.
325 ILCS 5/1 et seq., Abused and Neglected Child Reporting Act.
720 ILCS 5/31-1 et seq., Interference with Public Officers Act.
725 ILCS 120/1 et seq., Rights of Crime Victims and Witnesses Act.

DATED: March 15, 2010

Students

Student Handbook - Hazing Prohibited

Soliciting, encouraging, aiding, or engaging in hazing, no matter when or where it occurs, is prohibited. "Hazing" means any intentional, knowing, or reckless act directed against 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.

Students engaging in hazing will be subject to one or more of the following disciplinary actions:

1. Removal from the extracurricular activities,
2. Conference with parents/guardians, and/or
3. Referral to appropriate law enforcement agency.

Students engaging in hazing that endangers the mental or physical health or safety of another person may also be subject to:

1. Suspension for up to 10 days, and/or
2. Expulsion for the remainder of the school term.

DATED: March 15, 2010

Students

Student Handbook - Gang Activity Prohibited

Students are prohibited from engaging in gang activity. A “gang” is any group of 2 or more persons whose purpose includes the commission of illegal acts.

No student shall engage in any gang activity, including but not limited to:

1. Wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that are evidence of membership or affiliation in any gang,
2. Committing any act or omission, or using any speech, either verbal or non-verbal (such as gestures or hand-shakes) showing membership or affiliation in a gang, and
3. Using any speech or committing any act or omission in furtherance of any gang or gang activity, including but not limited to: (a) soliciting others for membership in any gangs, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, (c) committing any other illegal act or other violation of school district policies, (d) inciting other students to act with physical violence upon any other person.

Students engaging in any gang-related activity will be subject to one or more of the following disciplinary actions:

- Removal from extracurricular and athletic activities
- Conference with parent(s)/guardian(s)
- Referral to appropriate law enforcement agency
- Suspension for up to 10 days
- Expulsion not to exceed 2 calendar years

DATED: March 15, 2010

Students

Student Handbook - Electronic Devices

Cell Phones, Electronic Devices, Digital Cameras

Use of your cell phone/electronic device, (e.g., ipods, mp3 players, cameras, etc.) during school hours is a privilege. Adherence to these guidelines is essential to maintaining an academic environment and the privilege. Abuse of this privilege will result in consequences including but not limited to confiscation, extended detention, parent involvement, suspension or termination of this privilege. It is not the school's intent to look for cell phones/electronic devices but if they are used when unauthorized or in an unauthorized location or in an inappropriate manner, school consequences will result.

DATED: March 15, 2010

Students

Administrative Procedure - Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students

1. The Principal or designee and/or the Police Department School Liaison Officer will arrange meetings as needed between school officials and individuals representing law enforcement to share information.
2. The Principal or designee and the Police Department School Liaison Officer will share information regarding the arrest of a student who is less than 17 years of age and is enrolled in the Principal's school when the arrest was for any offense classified as a felony or a Class A or B misdemeanor.
 - a. The reporter should identify the student by name and describe the circumstances of the alleged criminal activity. Local law enforcement officials must certify in writing that the information received from the school will not be disclosed to any other party except as provided by State law without the prior written consent of the student's parent/guardian.
 - b. The report should be made as soon as possible after the Liaison Officer or Principal reasonably suspects that a student is involved in such activity.
 - c. The Principal's or designee's duty to report such activity arises only when the activity occurs on school property or off school grounds at a school-related function.
3. The State's Attorney shall provide to the Principal a copy of any delinquency dispositional order concerning any student regardless of age where the crime would be a felony if committed by an adult, or was a Class A misdemeanor in violation of Section 24-1, 24-3, 24-3.1, or 24.5 of the Criminal Code (weapon offenses).
4. Local law enforcement shall provide a copy of all arrest records, and the State's Attorney shall provide a copy of all conviction records, to the Principal if the record involves a student who is arrested or taken into custody *after* his or her 17th birthday.
5. Local law enforcement and the State's Attorney may share or disclose information or records relating or pertaining to juveniles subject to the provisions of the Serious Habitual Offender Comprehensive Action Program when that information is used to assist in the early identification and treatment of habitual juvenile offenders.

LEGAL REF.: 105 ILCS 5/10-20.14.
705 ILCS 405/1-7, 1-8(F), 1-8(G), and 5-905.

DATED: March 15, 2010

Students

Administrative Procedure - Code of Conduct for Extracurricular Activities

Please refer to the following materials:

DATED: March 15, 2010

Evanston Township High School EXTRA-CURRICULAR ACTIVITY CODE

Revised July, 2007

Name _____ Activity _____ ID# _____

BEHAVIOR REQUIREMENTS

Evanston Township High School encourages student participation in extra-curricular activities. Participation can provide enjoyment and at the same time teach discipline, leadership, teamwork, respect for rules and healthful living habits. Participation in extra-curricular activities is a privilege, not a right. Each student who participates in an extra-curricular activity represents not only himself/herself but Evanston Township High School as well. Student participants in extra-curricular activities always bear the responsibility of representing themselves as good citizens and positive role models. ETHS has the authority to restrict or revoke a student's privilege to participate in an extra-curricular activity.

Code Participants

Students involved in the following activities ("participants") are responsible for adhering to the rules of this Code: Aquettes, athletics, cheerleading, Chess Club, choral music (music department performance groups), DECA, debate team, Esande dance, FCCLA, instrumental music (performance groups/ensembles), JETS, WKIT News, Mathletes, Mock Trial, Model UN, PomKits, Scholastic Bowl, Science Olympiad, speech team, student athletic trainers, theater companies and stage crews, Ultimate Frisbee, Willie Wildkit, Writers' Showcase and YAMO.

Period & Scope of Code

Extra-curricular participants are expected to adhere to the Code not only during their scheduled season of activity, but also during the entire regular school attendance year, including weekends and school holidays. This Code is also in effect during periods before and after the regular school attendance year when athletic teams are formally practicing or when other school activities subject to the Code are in progress. The code is in effect throughout a participant's high school career at ETHS.

This Code applies to any ETHS participant, before or after school hours, on or off school property, whose conduct at any time or place has a direct or immediate effect on the safety and welfare of the school community. School officials are not expected to monitor off-campus activities; however, if violations of this Code are brought to their attention, the appropriate administrator will be notified and the administrator will take action.

School Discipline

Participants are also responsible for adhering to the rules in *The Pilot*. If a participant is suspended from school (inside or outside), he/she is not allowed to practice, participate or attend the activity on or during the day(s) of the suspension. The participant may return to his/her activity the day following the suspension. The rules of behavior as detailed in *The Pilot* are also in effect for participants during their participation at school sponsored activities.

Violations

The following behaviors are unacceptable and violate the Extra-curricular Activity Code:

1. Use, distribution or possession of alcohol or other mood-altering chemicals, or abuse of prescription or non-prescription drugs, as stated in *The Pilot*.
2. Attending a gathering or riding in a vehicle where there is a verified report of drinking or drug use.
3. Any inappropriate behavior, as set forth in *The Pilot*, that results in a 5-day out of school suspension. This includes, but is not limited to, violations such as: cheating; fighting; gambling; verbal abuse which is disruptive or which is profane, vulgar or obscene; robbery, theft or vandalism of any school, personal or public property; and participation in illegal gang activities, including gang-related intimidation or harassment.
4. Any criminal offense.
5. Any gross unsportsmanlike conduct while a participant in or spectator at an ETHS sponsored event.

Consequences

Code violations accumulate throughout a student's high school career at ETHS. The following consequences are entirely separate from those provided in the District 202 disciplinary policies as stated in *The Pilot*.

First offense: A participant is required to successfully complete a school-based educational program appropriate to the infraction (if a program is available). Educational program meetings may not align with suspension days. In addition, the participant is suspended for 5 consecutive days of the activity, including practices, rehearsals, contests, and performances occurring during this five-day period (not to exceed one calendar month). In addition, if there is no contest or performance during this five-day suspension period, then first offenders will also be suspended the next contest or performance. If the violation occurs prior to the start of the activity, students will be permitted to attend the full tryout/audition, if required, in order to participate in that activity. The suspension will take place immediately following the conclusion of tryouts/auditions. If the participant chooses not to attend the school-based educational program, the consequence is doubled.

Regarding Co-Curricular performance-based activities, i.e. Jazz Band, Marching Band: a participant is suspended from the next performance. All school-based educational program requirements as stated above apply.

Second offense: A participant is suspended from competitions/performances for a minimum of 1/3 (one-third) of his/her season and is required to successfully complete the school-based educational program appropriate to the infraction. For athletics, the number of competitions in a season is defined by the maximum number of competitions allowed during the regular season by the IHSA. Attendance or participation at practice/rehearsal during the suspension is mandatory.

Regarding Extra-Curricular culminating performance-based activities with 3 or less total performances, the student will forfeit 2 performances.

Third offense: A participant is suspended from all activities for one calendar year and is required to successfully complete the school-based educational program appropriate to the infraction.

Fourth offense: A participant is no longer eligible to participate in ETHS high school extra-curricular activities for the duration of his/her high school career.

Senior Code violation: Any senior who has completed his/her extracurricular activity and commits a Code violation is given a choice of successfully completing a school-based educational program appropriate to the infraction or social probation, which includes no participation in prom or graduation ceremonies.

A participant must participate for the entire length of his/her activity in order for the consequences to be considered fulfilled. A student who drops out of an activity will be required to fulfill the consequences of his/her violation in the next activity in which he/she participates.

Each coach or sponsor, with approval from the appropriate administrator, may develop rules for his/her specific activity in addition to *The Pilot* and this code.

Self-Reporting

If a participant has no prior Extra-Curricular Activity Code violations, his/her voluntary admission of alcohol or drug use to a school administrator will not result in a suspension, but will be considered the participant's first Extra-Curricular Activity Code offense. In such cases, a mandatory conference with the Student Assistance Services coordinator is required. The purpose of this provision is to assist students in changing behaviors and to allow them to seek help. Voluntary admission must occur prior to any school personnel or police being aware of the incident through other sources than the student.

Procedure

Participants charged with any of the above violations will be informed by an administrator of the nature of the charges and the facts gathered and will be given an opportunity to respond before any consequences are imposed. If a participant disagrees with the administrator's final decision, a written request for appeal must be received by the administrator within 3 school days of the participant being informed of the decision. The written request must include a statement of the reasons for the student's disagreement and any special circumstances which apply to the situation which should be considered during the appeal. The appeal for athletics shall be before the Assistant Superintendent/Principal. The appeal for all other non-athletic extra-curricular activities shall be before the Associate Principal, grades 11 and 12. The decision of this administrator shall be final.

ACADEMIC REQUIREMENTS

Semester Eligibility

Academic success for all ETHS students is a priority of the school. In order to participate in an extra-curricular activity, a student must have earned a minimum 2.0 GPA for the semester immediately preceding his/her participation. Summer school grades are included in second semester grades. For eligibility purposes, the participant's **physical education grade is included** in the GPA. In addition, an **N/C or grade of Incomplete is computed as an F** for the purpose of extra-curricular eligibility.

Extra-curricular Activity Program

Students who do not meet the 2.0 GPA requirement from the previous semester may qualify for the Extra-curricular Activity Program ("EAP"). The EAP provides the participant with academic support for the entire semester and allows the participant to participate in extra-curricular activities that semester. In order to qualify for this one-time opportunity, a student must either be: 1) a freshman/sophomore who earned between a 1.7 and 1.999 GPA the previous semester or 2) a junior/senior who earned between a 1.7 and 1.999 GPA the previous semester and has a cumulative GPA of 2.0 or above. An EAP contract must be signed by the parent, student, coach/sponsor and the Extracurricular Academic Support Advisor (EASA) and approved by the Athletic Director/Fine Arts Chairperson/Extra-Curricular Activities Director. If the EAP participant does not meet the requirements and expectations of the EAP, he/she may be suspended from the activity for the duration of the semester. **Students may access this EAP opportunity only once during their high school career.**

Weekly Eligibility & Required Academic Support

The Illinois High School Association (IHSA) has specific academic requirements, which must be met on an ongoing basis. Specifically, a participant must be passing a minimum of four classes in order to participate in contests, meets, or performances for the next week beginning on Monday. Weekly grade checks are done for participants while they are participating in their activity to determine their eligibility.

In addition, the new Systems of Support program (SOS) identifies students who are in need of extra academic support. If a student is placed in the SOS program while participating in his/her extra-curricular activity, he/she must comply with the SOS weekly requirements in order to remain eligible to participate in extra-curricular activities.

AVAILABILITY OF THE EXTRA-CURRICULAR ACTIVITY CODE

This Code is posted and available in the Athletic Office, Student Activities Office, Fine Arts Office, on the ETHS web site and is summarized in the ETHS *Pilot*. All participants and their parents/guardians are expected to have obtained a copy of the Code from one of these sources, and to have read the Code prior to the students' participation in an extra-curricular activity. Participation in an extra-curricular activity constitutes a student's understanding of, and agreement to abide by, the provisions of the Code. Any questions regarding the Code should be addressed to the coach or sponsor of the activity. Any specific rules developed by a coach or sponsor for a particular activity will be posted in an appropriate location and distributed to each participant.

Failure to return a properly signed Code will prevent a student from participating in an activity.

I have read and I understand the above expectations and consequences of the Extra-Curricular Activity Code.

Student Signature

Parent/Guardian Signature

Date

Students

Administrative Procedure - Protocol for Responding to Students with Social, Emotional, or Mental Health Problems

Student Support Committee

Each Principal shall annually appoint a Student Support Committee that shall have the tasks described in this Administrative Procedure. Committee members must be school staff members who are qualified by professional licensing or experience to address issues concerning students who may have social, emotional, or mental health problems. As needed on a case-by-case basis, the Student Support Committee may request the involvement of the Principal, relevant teachers, and the parents/guardians. Records produced and shared among Committee members may be subject to laws governing student records. Confidential information given by a student to a therapist is governed by the Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/.

Children's Mental Health Partnership's Plan and Annual Progress Reports

The Illinois Children's Mental Health Partnership (ICMHP) monitors the implementation of its statewide Children's Mental Health Plan (CMH Plan). The CMH Plan is a statewide strategic blueprint or "roadmap" to promote and improve the children's mental health system and covers a range of recommendations and strategies necessary to reforming the children's mental health system in Illinois. Every year, the ICMHP must submit an annual progress report to the Governor for approval. The Student Support Committee will monitor the annual CMH Plan (available at ivpa.org/childrensmhpf/) and decide how to implement its recommendations and strategies as appropriate within the resources available in the District.

Referrals

Staff members should refer a student suspected of having social, emotional, or mental health problems to the Student Support Committee. The Student Support Committee will review information about a referred student, including prior interventions, and suggest appropriate steps for referral and follow-up. The Student Support Committee may offer strategies to a referred student's classroom teachers and parents/guardians about ways they can manage, address, and/or enhance the student's social and emotional development and mental health. In addition, the Student Support Committee may recommend coordinated educational, social work, school counseling, and/or student assistance services within the school as well as referrals to outside agencies.

Referrals under this procedure are unrelated to the special education evaluation process and do not trigger the District's timeline for evaluations. However, the use of these procedures shall not circumvent the special education process.

School Counseling, Social Work, and Psychological Services

The Student Support Committee may request school counselors, social workers, psychologists, and school nurses to provide support and consultation to teachers and school staff about strategies to promote the social and emotional development and mental health of all students. They may also be requested to provide screening and early detection approaches to identify students with social, emotional, and mental health problems.

Written permission from the parent/guardian is required for any on-going social work and psychological services. "On-going" is defined as more than 5 contacts in which the student received

these services. Written consent may be obtained through an IEP or other designated form. That consent does not entitle parents/guardians to know the contents of all that is discussed. School counselors, social workers, and psychologists will inform parents/guardians of all issues that pose a health and/or safety risk; they will inform the Principal of any health or safety risks that are present in the school.

Psycho-Educational Groups

As appropriate, the Student Support Committee may recommend that a student participate in a variety of psycho-educational groups. These groups are typically led by school counselors, social workers, or psychologists, but are not structured as therapeutic services. Groups are designed to help students better understand issues and develop strategies to manage issues of concern to them that may, if not addressed, interfere significantly with the students' educational progress or school adjustment. Groups have a written curriculum that guides discussion over a set period of time, generally 5 weeks. A student may participate in a group without parent/guardian permission for one such time period; subsequent enrollment in the same group requires parent/guardian permission.

Students in a group who present significant concern and for whom therapeutic services must be considered will be referred to the social workers, psychologists, or school counselors for individual consultation. (See above description of these services.)

School and Community Linkages

When possible, the Student Support Committee shall seek to establish linkages and partnerships with diverse community organizations with the goal of providing a coordinated, collaborative early intervention social and emotional development and mental health support system for students that is integrated with community mental health agencies and organizations and other child-serving agencies and systems.

LEGAL REF.: Children's Mental Health Act of 2003, 405 ILCS 49/.

DATED: March 15, 2010

Students

Administrative Procedure - Dispensing Medication

Actor	Action
<p>Parents/Guardians</p>	<p>Ask the child’s physician, dentist, or other health care provider who has authority to prescribe medications if a medication, either prescription or non-prescription, must be administered during the school day. “Medications” includes an epinephrine auto-injector (“EpiPen®”) and asthma inhaler medication.</p> <p>If so, ask the health care provider to complete a “School Medicine Authorization Form.” This form must be completed and given to the school before the school will store or dispense any medication and before your child may possess asthma medication or an EpiPen®.</p> <p>If a student is on a medication indefinitely, the parent/guardian must file a new “School Medication Authorization Form” every year.</p> <p>Bring the medication to the school office. If the medicine is for asthma or is an EpiPen®, a student may keep possession of it for immediate use at the student’s discretion.</p> <p>Bring prescription medication to the school in the original package or appropriately labeled container. The container shall display:</p> <ul style="list-style-type: none"> Student’s name Prescription number Medication name and dosage Administration route and/or other direction Dates to be taken Licensed prescriber’s name Pharmacy name, address, and phone number <p>Bring non-prescription medications to school in the manufacturer’s original container with the label indicating the ingredients and the student’s name affixed.</p> <p>At the end of the treatment regime, remove any unused medication from the school.</p>
<p>School Office Personnel</p>	<p>Provide a copy of these procedures, as well as a “School Medication Authorization Form,” to inquiring parents/guardians.</p> <p>Whenever a parent/guardian brings medication for a student to the office, summon the school nurse.</p> <p>If the school nurse is unavailable, accept the medication, provided the parent/guardian submits a completed “School Medication Authorization Form” and the medication is packaged in the appropriate container.</p> <p>Put the medication in the appropriate locked drawer or cabinet. Tell the school nurse about the medication as soon as possible.</p>

Actor	Action
<p>School Nurse (certificated school nurse or non-certificated registered professional nurse)</p>	<p>Ensure that a parent/guardian who brings medication for his or her child has complied with the parent/guardian's responsibilities as described in this administrative procedure.</p> <p>In conjunction with the licensed prescriber and parent/guardian, identify circumstances, if any, in which the student may self-administer the medication and/or carry the medication. A student will be permitted to carry and self-administer medication for asthma or an EpiPen®.</p> <p>Store the medication in a locked drawer or cabinet. A student may keep possession of medication for asthma or an EpiPen®. Medications requiring refrigeration should be refrigerated in a secure area.</p> <p>Plan with the student the time(s) the student should come to the nurse's office to receive medications.</p> <p>Document each dose of the medication in the student's individual health record. Documentation shall include date, time, dosage, route, and the signature of the person administering the medication or supervising the student in self-administration.</p> <p>Assess effectiveness and side effects as required by the licensed prescriber. Provide written feedback to the licensed prescriber and the parent/guardian as requested by the licensed prescriber.</p> <p>Document whenever the medication is not administered as ordered along with the reasons.</p> <p>If the parent/guardian does not pick up the medication by the end of the school year, discard the medication in the presence of a witness.</p>
<p>Principal</p>	<p>Supervise the use of these procedures.</p> <p>Perform any duties described for school office personnel, as needed.</p> <p>Perform any duties described for school nurses, as needed, or delegate those duties to appropriate staff members. No staff member shall be required to administer medications to students, except school nurses, non-certificated and registered professional nurses, and administrators.</p> <p>Make arrangements, in conjunction with the parent/guardian, supervising teachers, and/or bus drivers for the student to receive needed medication while on a field trip. Unless these arrangements can be made, the student must forego the field trip.</p>

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30.

DATED: March 15, 2010

Students

Exhibit - School Medication Authorization

Please refer to the following materials:

DATED: March 15, 2010

EVANSTON TOWNSHIP HIGH SCHOOL: MEDICATION POLICY

I. SHORT TERM MEDICATION IN SCHOOL

High school age students can accept some responsibility for administering their own medications. If a student is taking a short-term medication, he/she can carry and self-administer it during the school day. Parents are asked to notify Health Service in advance and send the medication in a labeled prescription bottle in order to avoid any question of the student taking legal medication. If a staff member has any concerns after observing a student taking medication, he/she should notify Health Service.

If a parent prefers that the nurses in Health Service administer a short-term medication, the procedure for long-term medication will be followed.

II. LONG TERM MEDICATION IN SCHOOL

Health Service will administer only those medications that are necessary to maintain a student in school during school hours.

- A. All medications to be dispensed by the nurses in Health Service, including non-prescription drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the child's health status.
 1. A written order for prescription and non-prescription medication must be obtained from the student's licensed prescriber.

The order includes:

- Student's name and date of birth
- Licensed prescriber and signature
- Licensed prescriber phone
- Name of medication, dosage, route of administration, time and frequency
- Date of prescription
- Discontinuation date
- Diagnosis requiring medication
- Intended effect of medication
- Other medications student is receiving

2. Medication must be brought to the school in original package.

a) Prescription medications shall display the following on the original pharmacy label:

Student's Name	Prescription Number
Medication Name/Dosage	Date and Refill
Administration Route	Licensed Prescriber's Name
and/or Other Direction	Pharmacy Name, Address and Phone
Name and Initials of Pharmacist	

b) Over the Counter Medications (OTC):

OTC (non-prescription) medications shall be brought in with the manufacturer's original label with the ingredients listed and the student's name affixed to the container.

(OVER)

B. In addition to the licensed prescriber's order, a written request form shall be obtained from the parent/guardian requesting that the medication be given during school hours. The request must include the parent's/guardian's name and phone number in case of emergency. It is the parent's /guardian's responsibility to assure that the licensed prescriber's order, written request and medication are brought to the school.

C. Medications must be stored in a separate locked drawer or cabinet in Health Service. Medications requiring refrigeration should be refrigerated in a secure area.

D. The parent /guardian will be responsible at the end of the treatment regime for removing from the school any unused medication which was prescribed for their student. **If the parent /guardian does not pick up the medication by the end of the school year, the certified school nurse will dispose of and document that medications were discarded. Medications will be discarded in the presence of a witness.**

E. A certified school nurse will manage the program for administration of medications to students in school.

1. Each dose of medication will be documented either in the student's individual health visit record or on the student's medication sheet used for long term administration of medications. Documentation shall include date, time, dosage route and the event a dosage is not administered as ordered, the reason shall be entered in the record.
 - a). The student is responsible for getting to Health Service if he/she is on a daily medication.
 - b). After the second missed dosage, the nurse will notify parents.
2. Effectiveness/side effects will be assessed with each administration and documented as necessary in the student's individual health visit record or on the long-term medication sheet.
3. A procedure shall be established for written feedback to the licensed prescriber and the parent /guardian at scheduled appropriate intervals for long-term medication, as requested by the licensed prescriber.
4. All permission for long-term medication shall be renewed at least annually. Changes in medication shall have written authorization from the licensed prescriber.
5. The students shall come to Health Service between classes to avoid missing class time if this can be conveniently arranged.
6. **The nurses in Health Service are the only staff in the building who should be dispensing medication to students. This includes ibuprofen (Advil, Motrin), acetaminophen (Tylenol) or other over the counter medications. Health Service should be notified if a student asks a staff member to keep any medication.**

ETHS Health Service
Phone 847-424-7260
Fax 847-424-7254

For School Use Only
Medication _____
Exp. Date: _____

Evanston Township High School #202
MEDICATION AUTHORIZATION FORM

PHYSICIAN/NP/PA ORDER

Student's Name _____ Date of Birth _____

Medication _____ Dosage/Route _____ Time&Freq. _____

Medication _____ Dosage/Route _____ Time&Freq. _____

Specific Instructions _____

Starting date _____ Ending Date _____

Diagnosis for this medication and intended effect _____

Possible side effects _____

Other Medications prescribed for this student _____

Emergency Medication: EPI-PENS AND INHALERS ONLY
911 must be called if Epi-Pen is administered or self-administered
****MD/PA/NP must initial choice(s)****

_____ Student may carry this medication on his/her person.

(It is recommended that "back-up" medication be stored in the school health's office.)

_____ Student may self-administer medication. I have instructed the student on the administration of this medication and find that he/she is able to administer this medication independently.

Health Care Provider Name (PLEASE PRINT) _____

Address _____ Telephone _____

Health Care Provider Signature _____ Date _____

PARENT/GUARDIAN Authorization

I, _____, parent/guardian of _____, hereby authorize the School district and its employees and agents, to administer or to allow the self-administration of the lawfully prescribed medication described above. I further acknowledge and agree that, when lawfully prescribed medication taken according to the directions provided, I waive any claims I might have against the School District and staff arising out of the administration or self-administration of said medication. In addition, I agree to indemnify and hold harmless the School District, its employees and agents, from and against any and all claims, damages, causes of action or injuries, including reasonable attorney's fees and costs expended in defense thereof, incurred or resulting from the administration of said medication.

Signature of Parent or Legal Guardian _____ Date _____

Daytime phone number _____

Please note:

- **Over-the-counter medication MUST BE in the manufacturer's labeled container.**
- **Prescription medication must be in container labeled by a MD/PA/NP or pharmacist.**

Students

Administrative Procedure - Managing Students with Communicable or Infectious Diseases

A student with a communicable or infectious disease shall be treated as a “handicapped person” under Section 504 of the Rehabilitation Act of 1973, unless the student has an IEP under the Individuals with Disabilities in Education Act. For those students with an IEP, the District’s Administrative Procedure, 6:120-AP, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities*, must also be followed and they will control whenever there is a conflict with these procedures.

Rules and guidance from the ISBE and IDPH should be consulted and supersede these procedures (see *Management of Chronic Infectious Diseases in Schoolchildren*, revised 2003 by the ISBE and IDPH, http://www.isbe.net/spec-ed/pdfs/chronic_diseases.pdf and *Communicable Disease Guide* revised 2002, IDPH).

Managing Students with Communicable or Infectious Diseases

Actor	Action
Parents/Guardians	Notifies the Principal where their child is enrolled if their child has a communicative or infectious disease. A communicative or infectious disease includes Acquired Immune Deficiency Syndrome (AIDS), AIDS-Related Complex (ARC), and Human Immunodeficiency Virus (HIV). See Exhibit 7:280-E2, <i>Reporting and Exclusion Requirements for Common Communicable Diseases</i> , for a list of communicative or infectious diseases.
Department of Public Health or Local Health Authority	Gives prompt (within 3 working days) and confidential notice of a child’s identity to the Principal of the school in which the child is enrolled whenever a child is reported as having AIDS or AIDS-related complex (ARC) or as having been exposed to Human Immune Deficiency Virus (HIV) (410 ILCS 315/2a; 77 Ill.Admin.Code §697.400).
Principal or designee	<p>Upon having knowledge of a known or suspected case or carrier of a communicable disease:</p> <ol style="list-style-type: none"> a. Notifies the local health authority as required by 77 Ill.Admin.Code §690.200. See also Exhibit 7:280-E2, <i>Reporting and Exclusion Requirements for Common Communicable Diseases</i>, identifying the diseases for which there is mandatory reporting. b. Notifies the Superintendent. May, as necessary, disclose the infected child’s identity to the school nurse, the applicable classroom teachers, and those persons who, by federal or State law, are required to decide the placement or educational program of the child (410 ILCS 315/2a). c. Notifies others, as necessary, provided the child’s identity is not revealed (410 ILCS 315/2a). d. Temporarily excludes a student from school attendance according to 77 Ill.Admin.Code §690. <p>Keeps the school open where a student with a communicable disease attended, except in the event of an emergency (77 Ill.Admin.Code §690.1000 (c)(1).</p>

Actor	Action
District staff	<p>Observes all rules of the IDPH regarding communicable and chronic infectious disease. See the Legal References for a list of these rules.</p> <p>Collects and maintains the student’s medical information in a manner that ensures the strictest confidentiality and in accordance with federal and State laws regarding student records.</p>
Superintendent or designee	<p>Confirms that all required and appropriate notices are made.</p> <p>Convenes the Communicable and Chronic Infectious Disease Review Team. This Superintendent committee is composed of the District’s medical advisor, a school nurse, the Principal, and the Superintendent or designee (see 2:150-AP, <i>Superintendent Committees</i>).</p>
Communicable and Chronic Infectious Disease Review Team	<p>Arranges a meeting with the student’s parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available. The purpose of the meeting is to:</p> <ol style="list-style-type: none"> a. Determine when an excluded student will return to school. This determination shall be based on whether the student poses a high risk of transmission of a communicable and chronic infectious disease to other students and staff. A student suspected of being infected with a disease for which isolation is required shall be refused admittance while acute symptoms are present (77 Ill.Admin.Code §690.1000). b. Perform a pre-placement evaluation (34 C.F.R. §104.35). See 7:280-E1, <i>Placement of School Children with Acquired Immunodeficiency Syndrome (AIDS)</i>, published by the U.S. Dept. of Education Office for Civil Rights. c. Make a placement decision based on the pre-placement evaluation. The placement decision shall include any needed related services (34 C.F.R. §104.35). d. If there is a reason to believe that the student may have a disability requiring special education and related services, the child shall be referred for a special education evaluation. Referrals may also be made, at any time, by any concerned person, including but not limited to School District personnel, the child’s parent(s)/guardian(s), a community service agency employee, a professional having knowledge of a child’s problems, a child, or an ISBE employee. See the District’s <i>Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> (23 Ill.Admin.Code §226.110). <p>Reports the meeting results to the Superintendent.</p>
Superintendent or designee	<p>Notifies the student’s parents/guardians when an excluded student can return to school and of the placement decision. If the student will not attend school, every reasonable effort shall be made to provide the student with an adequate alternative education. State regulations and school policy regarding homebound instruction shall apply.</p>
Communicable and Chronic Infectious Disease Review Team	<p>At least annually while a student has a contagious or infectious disease, arranges a meeting with the student’s parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available, to review the student’s education placement and the provision of related services.</p>

Managing a Student with a Communicable or Infectious Disease Who Demonstrates Behavior that Could Result In Infecting Other Students or Staff Members

Actor	Action
Parents/Guardians or any staff member	Notifies the Principal if a student with a communicable or infectious disease shows a lack of control of bodily secretions, has open sores that cannot be covered, or demonstrates behavior (e.g., biting) that could result in direct inoculation of potentially infected body fluids into the bloodstream.
Principal	Immediately notifies the Superintendent of the above.
Superintendent or designee	<p>Upon being notified that a student is demonstrating behavior that could spread his or her disease, convenes the Communicable and Chronic Infectious Disease Review Team.</p> <p>If appropriate, notifies parents of students of possible exposure if their student may have been exposed to a communicable or infectious disease due to behaviors exhibited by a student having such a disease.</p>
Communicable and Chronic Infectious Disease Review Team	<p>Arranges a meeting with the student’s parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available. The purpose of this meeting is to:</p> <ol style="list-style-type: none"> a. Determine whether the student’s temporary removal from the classroom is appropriate because the student poses a high risk of transmitting a communicable and chronic infectious disease or whether another response exists to reduce the risk of transmission. A student suspected of being infected with a disease for which isolation is required shall be refused admittance while acute symptoms are present (77 Ill.Admin.Code §690.1000). b. Perform a pre-placement evaluation if the student will continue to attend school (34 C.F.R. §104.35). c. Make a placement decision based on the pre-placement evaluation. The placement decision shall include any needed related services (34 C.F.R. §104.35). If the student will continue to attend school, determine the student’s appropriate educational placement. The team shall also determine if the student needs related services or placement outside the regular classroom. <p>Reports the meeting’s results to the Superintendent.</p>
Superintendent or Designee	Notifies the student’s parent(s)/guardian(s) whether the student will attend school. If the student will not attend school or participate in school activities with other students, every reasonable effort shall be made to provide the student with an adequate alternative education; however, an individual student’s IEP will control. State regulations and school policy regarding homebound instruction apply.
Communicable and Chronic Infectious Disease Review Team	At least once a month while a student is removed from normal school attendance, arranges a meeting with the student’s parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available, to review the removal and to determine whether the condition precipitating the removal has changed.

General Post-Evaluation Procedures

Actor	Action
Parents/Guardians	May appeal their child's exclusion from school or educational placement to the Board of Education within 10 days of being notified of the action. When their child returns to school after an absence due to a communicable and chronic infectious disease, present a certificate from a physician licensed in Illinois stating that the child qualifies for re-admission to school under the rules of the IDPH that regulate periods of incubation, communicability, quarantine, and reporting.

LEGAL REF.: 105 ILCS 5/10-21.11 and 10/1 et seq.
410 ILCS 315/0.01 et seq.
23 Ill.Admin.Code Part 226.
77 Ill.Admin.Code Parts 665, 690, 693, 695, 696, and 697.
34 C.F.R. §104.34 and 104.35.
Americans with Disabilities Act of 1990, 42 U.S.C. §12101 et seq.
Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §701 et seq.

DATED: March 15, 2010

Students

Exhibit - Placement of Students with AIDS

The following are excerpts from, "Placement of School Children with Acquired Immune Deficiency Syndrome (AIDS)," U.S. Department of Education, Office for Civil Rights:

[.ed.gov/about/offices/list/ocr/docs/hq53e9](http://www.ed.gov/about/offices/list/ocr/docs/hq53e9) .

OCR Policy on the School Placement of Children with AIDS

Children with AIDS are handicapped persons. Section 504 prohibits discrimination against persons with handicaps in federally assisted programs such as elementary and secondary schools.***

Where Should Children with AIDS Be Educated

Most children with AIDS can attend school in the regular classroom without restrictions. There has been no medical evidence disclosed to show that AIDS is contagious in the school setting. According to the latest medical information, there have been no reported cases of the transmission of the AIDS virus in schools. The Surgeon General and other health authorities, such as the Centers for Disease Control and the American Medical Association, have reinforced this position stating that there is no significant risk of contracting AIDS in the classroom.

If a parent or school official believes that a child with AIDS needs related services or placement outside the regular classroom, Section 504 requires an evaluation and placement process to determine the appropriate educational setting for a child with AIDS. However, a full educational evaluation is not required when neither the school officials nor parents believe that a child is in need of special education or related services.

If an evaluation is necessary, Section 504 requires the following procedures. Placement determinations are to be made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options available. The group may include the child's physician, public health personnel, the child's parent or guardian, and personnel familiar with all possible educational services. The group would draw upon information from a variety of sources, such as tests, teacher recommendations, and assessments of the child's physical condition.

In making placement decisions, the information needed by the placement team varies with the handicapping condition. In the case of children with AIDS, the placement group must have the benefit of the latest reliable public health information with regard to the risks that the disease entails. This information would be considered along with information on the child's medical condition, behavior, and so forth. In each case, risks and benefits to both the infected child and others in the setting should be weighed.

A Child with AIDS Has a Right to Section 504 Procedural Safeguards

Section 504 requires elementary and secondary school districts to provide a free appropriate public education for handicapped students that includes evaluation and placement procedures, and a system of procedural safeguards that includes notice to parents or guardians of their rights under the law, an opportunity for the child's parents or guardians to examine relevant records, an impartial hearing with an opportunity for participation by the parents or guardians and representation by counsel, and a review procedure.

A Child with AIDS Has a Right to Confidentiality

Under Section 504, singling out children handicapped with AIDS for treatment that differs from that provided to nonhandicapped children or children with other handicaps with respect to confidentiality would constitute different treatment on the basis of handicap, and would be a violation of the regulation.

This provision would not affect State and local public health rules regarding the duty of school districts to report specified diseases to public health departments. However, when reporting any cases of AIDS to public health authorities, school districts should convey such information in a manner that respects the privacy of the individual and the confidential nature of the information, in the same way that information about other diseases is treated.

DATED: March 15, 2010

Students

Exhibit - Reporting and Exclusion Requirements for Common Communicable Diseases

The following chart contains requirements from rules adopted March 3, 2008 by the Illinois Department of Public Health. They provide routine measures for the control of communicable diseases by establishing progressive initiatives for implementing disease-reporting and exclusions measures.

Diseases and Conditions, §690.100

The following are declared to be contagious, infectious, or communicable and may be dangerous to the public health. The Section number associated with the listed diseases indicates the Section of the rules explaining the reportable disease. Diseases and conditions are listed alphabetically by class. Every class has a different timeframe for mandatory reporting to the Department.

Class I(a) Diseases

The following diseases shall be reported by telephone immediately (within 3 hours) upon initial clinical suspicion of the disease to the local health authority, who shall then report to the Department immediately (within 3 hours).

Disease	Exclusion Mandatory
Any Unusual Case or Cluster of Cases That May Indicate a Public Health Hazard, Including, But Not Limited to, Glanders, Orf, Monkeypox, Viral Hemorrhagic Fever, §690.295	Contacts shall be evaluated to determine the need for quarantine. The local health authority shall implement appropriate control measures.
Anthrax, §690.320	No restrictions.
Botulism, Foodborne, Intestinal, §690.327	No restrictions.
Brucellosis (if suspected to be a bioterrorist event or part of an outbreak), §690.330	Standard precautions shall be followed. Contact precautions shall be followed when dressing does not adequately contain drainage.
Influenza A, Novel Virus, §690.469	Standard precautions, including routine use of eye protection, and contact precautions shall be followed for patients in health care settings, e.g., hospitals, long-term care facilities, outpatient offices, emergency transport vehicles. Cohorting in specific areas or wards may be considered.
Plague, §690.570	Standard precautions shall be followed. For all patients, droplet precautions shall be followed until pneumonia has been determined not to be present. For patients with pneumonic plague, droplet precautions shall be followed until 72 hours after initiation of effective antimicrobial therapy and the patient has a favorable clinical response. Antimicrobial susceptibility testing is recommended.
Q-fever (if suspected to be a bioterrorist event or part of an outbreak), §690.595	No restrictions.
Severe Acute Respiratory Syndrome	Observation and monitoring, isolation and quarantine

Disease	Exclusion Mandatory
(SARS), §690.635	<p>procedures shall comply with <i>Public Health Guidance for Community-Level Preparedness and Response to Severe Acute Respiratory Syndrome (SARS) Version 2</i>, U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, Atlanta, Georgia 30333 (January 8, 2004).</p> <p>Contacts may be quarantined and/or shall be placed under surveillance, with close observation for fever and respiratory symptoms for the 10 days following the last exposure.</p>
Smallpox, §690.650	<p>Post-exposure immunization, within 3 to 4 days after exposure, provides some protection against disease and significant protection against a fatal outcome. Any person with significant exposure to a person with probable or confirmed smallpox during the infectious stage of illness requires immunization as soon after exposure as possible, but within the first 4 days after exposure.</p>
Tularemia (if suspected to be a bioterrorist event or part of an outbreak), §690.725	<p>Standard precautions shall be followed.</p>
Any suspected bioterrorist threat or event, §690.800	<p>Cases and contacts shall be evaluated to determine need for quarantine.</p>

Class I(b) Diseases

The following diseases shall be reported as soon as possible during normal business hours by telephone (some rules state that facsimile or electronic reporting are also acceptable, the Disease column indicates “F” for facsimile or “E” for electronic in those instances), but within 24 hours, i.e., within 8 regularly scheduled business hours after identifying the case, to the local health authority, who shall then report to the Department as soon as possible, but within 24 hours.

Disease	Exclusion Mandatory
Botulism (intestinal, wound and other), §690.327	<p>No restrictions.</p>
Chickenpox (Varicella), §690.350 (F or E)	<p>Children shall be excluded from school or child care facilities for a minimum of 5 days after the appearance of eruption or until vesicles become dry.</p>
Cholera, §690.360 (F)	<p>Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours.</p>
Diphtheria, §690.380	<p>Standard precautions shall be followed until 2 successive cultures from both throat and nose (and skin lesions in cutaneous diphtheria) are negative for diphtheria bacilli or when a virulence test proves the bacilli to be avirulent. The first culture shall be taken not less than 24 hours after completion of antibiotic therapy and the second culture shall be taken not less than 24 hours after the first.</p>
Escherichia coli infections (E. coli O157:H7 and other Shiga toxin-producing E. coli, enterotoxigenic E. coli, enteropathogenic E. coli and enteroinvasive E. coli), §690.400 (F)	<p>Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours.</p>

Disease	Exclusion Mandatory
Foodborne or waterborne illness, §690.410 (F)	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours.
Haemophilus influenzae, meningitis and other invasive disease, §690.441 (F)	Standard precautions and droplet precautions shall be followed. Droplet precautions shall be followed until 24 hours after initiation of effective antimicrobial therapy.
Hantavirus pulmonary syndrome, §690.442 (F)	Standard precautions shall be followed.
Hemolytic uremic syndrome, post-diarrheal, §690.444 (F)	See requirements for the applicable disease that preceded the HUS (when preceding cases are either E.Coli (Section §690.400) or Shigellosis (Section §690.640) standard precautions shall be followed and contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours).
Hepatitis A, §690.450 (F)	Standard precautions shall be followed. In diapered or incontinent persons, the following contact precautions shall be followed: <ul style="list-style-type: none"> • Infants and children less than 3 years of age for duration of hospitalization; • Children 3 to 14 years of age, until 2 weeks after onset of symptoms; and • Those greater than 14 years of age, for one week after onset of symptoms.
Measles, §690.520	Children with measles shall be kept out of school or child care facilities for at least 4 days after appearance of the rash.
Mumps, §690.550 (F or E)	Cases shall be excluded from school, child care facilities or workplace until 5 days after onset of symptoms (parotitis). Susceptible contacts should be excluded from school or the workplace from days 12 through 25 after exposure.
Neisseria meningitidis, meningitis and invasive disease, §690.555 (F)	Standard and droplet precautions shall be followed until 24 hours after initiation of effective antimicrobial therapy.
Pertussis (whooping cough), §690.750	Standard and droplet precautions shall be followed for known cases until the patient has received at least 5 days of a course of appropriate antibiotics. Suspected cases who do not receive antibiotics should be isolated for 3 weeks after onset of paroxysmal cough or until the end of the cough, whichever comes first.
Poliomyelitis, §690.580	Occurrence of a single case of poliomyelitis due to wild polio virus shall be recognized as a public health emergency, prompting immediate investigation and response.
Rabies, human, §690.600 (F)	Standard precautions shall be followed.
Rabies, potential human exposure, §690.601 (F) Definition of exposed person to be reported is lengthy and available in §690.601.	N/A until human contracts rabies (See above §690.600.)
Rubella, §690.620 (F or E)	Cases shall be excluded from school, child care facilities or the

Disease	Exclusion Mandatory
	workplace for 7 days after rash onset.
Smallpox vaccination, complications of §690.655 (E)	Precautions for individuals with vaccination complications vary depending upon the type of complication. See Smallpox, §690.650 above.
Staphylococcus aureus, Methicillin resistant (MRSA) clusters of 2 or more cases in a community setting, §690.658 (F)	The local health authority shall be consulted regarding any identified cluster of 2 or more cases for recommendations specific to the setting where the cluster is identified.
Staphylococcus aureus, Methicillin resistant (MRSA), occurring in infants under 61 days of age, §690.660 (F)	Contact precautions shall be followed
Staphylococcus aureus infections with intermediate or high level resistance to Vancomycin, §690.661 (F)	The Department will issue specific recommendations on a case-by-case basis.
Streptococcal Sore Throat and Scarlet Fever (with complications)	Exclude case from school until 24 hours after treatment begins; readmit provided fever is absent.
Typhoid fever, §690.730 (F)	All persons living in the household of a newly identified chronic carrier and other contacts living outside the home must submit 2 consecutive negative specimens of feces. If persons required to be tested refuse to comply within one week after notification, they shall be restricted from their occupations, school attendance or day care (adult or child) attendance until compliance is achieved.
Typhus, §690.740 (F)	Standard precautions shall be followed. Proper delousing for louseborne typhus is required. The local health authority shall monitor all immediate contacts for clinical signs for 2 weeks.

Class II Diseases

The following diseases shall be reported as soon as possible by mail, telephone, facsimile or electronically during normal business hours, but within 7 days, to the local health authority which shall then report to the Department within 7 days.

Disease	Exclusion Mandatory
Arboviral Infection (including, but not limited to, California encephalitis, St. Louis encephalitis and West Nile virus), §690.322	No restrictions.
Brucellosis (not part of suspected bioterrorist event or part of an outbreak), §690.330	No restrictions. Contact precautions shall be followed when dressing does not adequately contain drainage.
Chancroid, §693.20	Case-by-case analysis required.
Chlamydia, §693.20	None
Creutzfeldt-Jakob Disease (laboratory confirmed and probable cases), §690.362	Standard precautions shall be followed.
Cryptosporidiosis, §690.365	Standard precautions shall be followed until absence of diarrhea for 24 hours. Cases shall avoid swimming in public recreational water venues (e.g., swimming pools, whirlpool spas, wading

Disease	Exclusion Mandatory
	pools, water parks, interactive fountains, lakes) while symptomatic and for 2 weeks after cessation of diarrhea.
Cyclosporiasis, §690.368	Standard precautions shall be followed. No restrictions.
Gonorrhea, §693.20	None
Giardiasis, §690.420	Standard precautions shall be followed until absence of diarrhea for 24 hours.
Hepatitis B and Hepatitis D, §690.451	Standard precautions shall be followed. No restrictions. Quarantine is not indicated.
Hepatitis C, §690.452	Standard precautions shall be followed. No restrictions.
Histoplasmosis, §690.460	Standard precautions shall be followed. No restrictions.
Human Immunodeficiency Virus (HIV) or (AIDS) (infection), §693.20	None
Influenza, Deaths in persons less than 18 years of age (no recovery between illness and death), §690.465	N/A
Legionellosis, §690.475	Standard precautions shall be followed. No restrictions. Isolation is not required.
Leptospirosis, §690.490	Standard precautions shall be followed.
Listeriosis, §690.495	Standard precautions shall be followed. No restrictions.
Malaria, §690.510	Standard precautions shall be followed. No restrictions.
Ophthalmia neonatorum, §693.20	None
Psittacosis, §690.590	Standard precautions shall be followed. No restrictions.
Q-fever (not suspected in bioterrorist attack or part of an outbreak), §690.595	Standard precautions shall be followed. No restrictions.
Salmonellosis (other than typhoid fever), §690.630	Standard precautions shall be followed until absence of diarrhea for 24 hours.
Shigellosis, §690.640	Standard precautions shall be followed.
Toxic shock syndrome due to Staphylococcus aureus infection, §690.695	Standard precautions shall be followed. No restrictions.
Streptococcus pneumoniae, invasive disease in children less than 5 years, §690.678	Standard precautions shall be followed. No restrictions.
Syphilis, §693.20	None
Tetanus, §690.690	Standard precautions shall be followed and post-injury patients at risk should receive human tetanus immune globulin and/or toxoid. No restrictions.
Tickborne Disease, including ehrlichiosis, anaplasmosis, Lyme disease, and Rocky Mountain spotted fever, §690.698	Standard precautions shall be followed. No restrictions.
Trichinosis, §690.710	Standard precautions shall be followed. No restrictions.
Tuberculosis, §696.170	Exclude case if considered to be infectious according to IDPH's

Disease	Exclusion Mandatory
	rules and regulations for the control of TB.
Tularemia (not suspected to be bioterrorist event or part of an outbreak), §690.725	Standard precautions shall be followed. No restrictions.
Vibriosis (Non-cholera Vibrio infections), §690.745	Standard precautions shall be followed until diarrhea ceases. No restrictions.
Yersiniosis, §690.752	Standard precautions shall be followed until absence of diarrhea for 24 hours. No restrictions.

Diseases Repealed from Reportable Diseases and Conditions and Non-Reportable Diseases and Conditions, §690.110

The following diseases do not need to be reported. Some are no longer reportable diseases and conditions, but may still require exclusion from school. Exclusions still rely upon 2002 Illinois Department of Public Health publication, *Communicable Disease Guide 2002*, see footnote 1.

Disease	Exclusion Mandatory
Amebiasis	None
Animal Bites	None
AIDS related complex	None
Bacterial Vaginosis	None
Blastomycosis	None
Campylobacteriosis	None
Common Cold	None
Cytomegalovirus (CMV)	None
Diarrhea of the newborn	None
Fever	None
Fifth Disease/Erythema Infectiosum (Parvovirus B19)	Exclude case if fever is present or if child does not feel well enough to participate in usual activities.
Gastroenteritis (Viral)	Exclude case from school until clinical recovery, i.e., absence of diarrhea and fever.
Genital Candidiasis (Yeast)	None
Genital Warts (Human Papillomavirus, HPV)	None
Hand, Foot and Mouth Disease (Coxsackievirus A16).	None
Head Lice	Exclude case from school until the day after the first shampoo, lotion, or cream rinse pediculicide is properly applied.
Herpes Simplex Virus	Case should be excluded from contact sports, e.g., wrestling, if active lesions are present on the body (outside the genital area) until lesions have resolved.
Granuloma inguinale	None
Impetigo	Exclude case from school until 24 hours after treatment begins.
Infectious Mononucleosis	Case-by-case analysis required.

Disease	Exclusion Mandatory
Influenza	Exclude case from day care or school until clinical recovery, i.e., absence of fever.
Intestinal worms	None
Lymphogranuloma venereum	None
Non-Gonococcal Urethritis/Non-specific Vaginitis	None
Pink Eye	Exclude case from school until 24 hours after the treatment begins or child is examined by a physician and approved for readmission to school.
Pinworms	Exclude case from school until 24 hours after treatment begins.
Pubic Lice (“Crabs”)	None
Rash	Case-by-case analysis required.
Respiratory Syncytial Virus (RSV)	Exclude case from school if child has a fever of 100° F or greater or is not well
Ringworm (body and scalp)	Exclude case from school until 24 hours after treatment begins and the lesion begins to shrink, unless lesion can be covered; child need not be excluded if lesion can be covered.
Scabies	Exclude case from school until the day after the first scabicide treatment.
Shingles	If shingles lesions cannot be covered, the case should be excluded until all lesions are crusted.
Streptococcal infections, group B, invasive disease, of the newborn	None
Streptococcal Sore Throat and Scarlet Fever (cases without complications)	Exclude case from school until 24 hours after treatment begins; readmit provided fever is absent.
Trachoma	None
Trichomoniasis	None

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Instruction

Exhibit - Prevention of Staphylococcal Infections for Schools

The following are excerpts from *Recommendations for the Prevention of Staphylococcal Infections for Schools* and *Basic Hygiene Guidelines for the Prevention of Staphylococcal Infections in Schools*, IDPH:

[.idph.state.il.us/health/infect/schoolstaphrecs](http://idph.state.il.us/health/infect/schoolstaphrecs) .
[.idph.state.il.us/health/infect/hygiene.htm](http://idph.state.il.us/health/infect/hygiene.htm).

This exhibit may be reformatted and distributed to students and their parents/guardians, faculty, and staff to inform them about what staphylococcus aureus is, how it spreads, and how staph infections can be prevented.

Education/Increased Awareness

Knowledge regarding precautions and preventive measures related to CA-MRSA is prudent practice. Transmission of MRSA skin and soft tissue infections among students and those who participate in competitive sports is a significant concern. All persons, especially coaches, athletic trainers, parents/guardians, and teammates, associated with the school's competitive sport activities and sport teams should engage in initiatives to increase adherence to Board policy, 7:280, *Communicable and Chronic Infectious Disease*, and procedures designed to prevent transmission of MRSA skin infections, and awareness of risk factors for infections.

All students, athletes, and their parents/guardians should also be aware of the possible risk factors for MRSA skin and soft tissue infection especially occurring among athletes:

- Physical contact/skin trauma
- Turf burns (football players)
- Contact with teammates' uncovered skin lesions
- Sharing protective equipment, clothing, or towels
- Sharing sports equipment
- Sharing personal hygiene items
- Reuse of unlaundered towels, clothing, uniforms, etc.
- Inadequate supply of dispensable or individual-use soap
- Cosmetic body shaving
- Poor personal hygiene practices, including infrequent hand washing
- Poor cleaning of locker rooms/sport rooms

In addition, since staph infections start when staph bacteria enter the body through a break in the skin, keeping skin healthy and intact is a good preventive measure. Good skin care should be encouraged among students and athletes.

Basic Hygiene Guidelines

Hand Hygiene

Students, faculty, and staff should be instructed about the correct technique for hand washing, including the importance of washing hands before eating or preparing food, after touching any skin lesions (sores) and wounds or clothing contaminated by drainage from lesions and wounds, and after using the toilet. Instructions should include the following:

- Turn on faucet and wet hands with running water.

- Apply soap and spread across all surfaces of hands.
- Scrub all surfaces of hands, including between each finger, for at least 20 seconds (saying the alphabet slowly will take at least 20 seconds).
- Rinse hands under running water.
- Dry hands with paper towels or air dryers.
- If available, use a paper towel to turn off faucet handles.

Hygiene

Students, faculty, and staff should be provided information about general hygienic measures, including the following:

- Keep your hands clean by washing thoroughly with soap and water. Use an alcohol hand gel when soap and water are not available.
- Avoid sharing eating and drinking utensils.
- Avoid sharing unwashed towels, washcloths, clothing, or uniforms.
- Avoid sharing personal items, e.g., deodorant, razors.
- Change socks and underwear daily.
- Wash bed linens and pajamas regularly, at least once a week if feasible.
- Wash soiled bed linens and clothes with hot water and laundry detergent. Drying clothes in a hot dryer, rather than air-drying, also helps kill bacteria in clothes.
- Bathe or shower with soap each day.
- Bathe or shower with soap after every sports practice or competition.
- Keep cuts and abrasions clean and covered with clean, dry bandages until healed.
- Follow your health care provider's instructions on proper care of wounds.
- Avoid contact with other people's wounds or material contaminated by wounds.

Hygiene for Sports Participants

In addition to the previously mentioned recommendations, sports participants should be provided these recommendations:

- Do not share towels, clothing, or uniforms.
- Do not store wet, dirty clothing in lockers.
- Avoid sharing personal equipment.
- Keep equipment clean. Follow coach's directions about cleaning the equipment.
- Keep cuts, abrasions, and wounds covered with clean, dry bandages. Persons with draining wounds or infections are not allowed to participate in practices or games until the wound has stopped draining.
- Report any cuts, abrasions, or wounds to the coach and school nurse.

See also: www/cdc.gov.

The local health department may have more information specific to the District's jurisdiction.

DATED: March 15, 2010

Students

Administrative Procedure - Adolescent Suicide and Crisis Intervention

Identification of the At-Risk Student

- A. An employee having any reason to believe a student is considering or threatening suicide is to contact the Building Principal and District social worker/counselor.
- B. The social worker/counselor or Principal will meet with the student.
- C. The social worker/counselor will call the student's parent(s)/guardian(s).
- D. A student should never be left alone if an employee reasonably believes the student is in imminent risk of suicide. An employee should immediately contact the student's parent(s)/guardian(s).

Documentation Regarding the At-Risk Student

The social worker/school psychologist shall complete a confidential crisis form with copies sent to the counselor, Principal and patient.

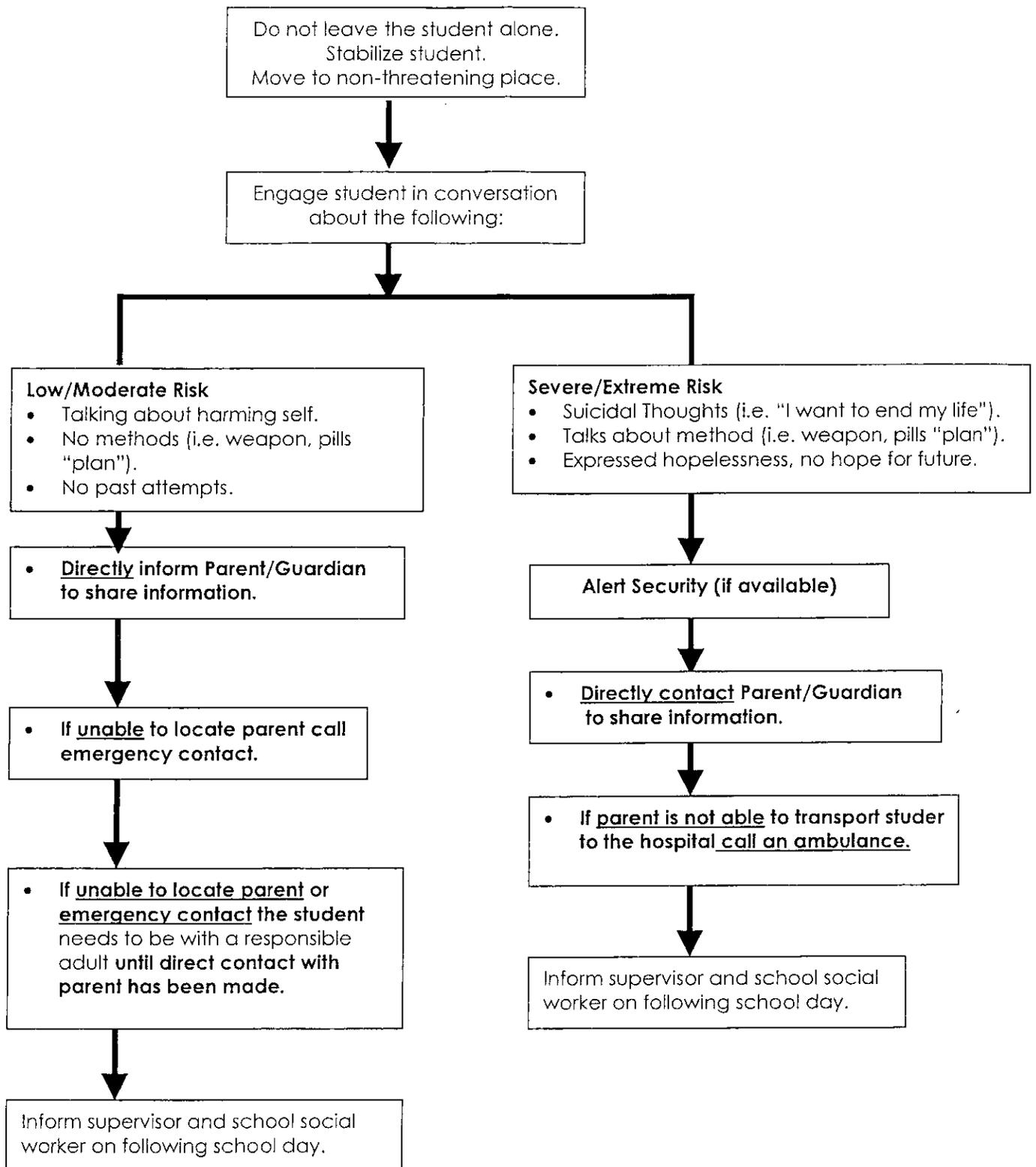
DATED: March 15, 2010

Students

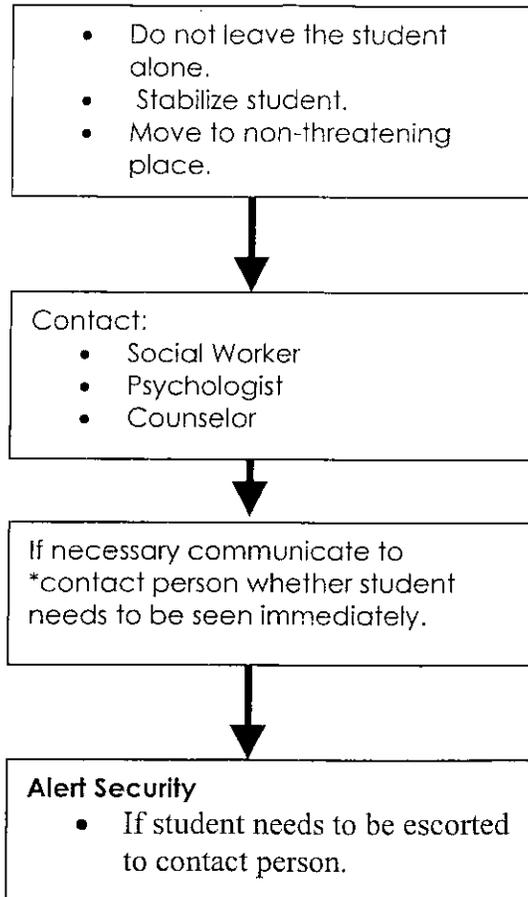
Administrative Procedure – Suicide Risk Protocol when School is Not in Session

Please refer to the following materials:

DATED: March 15, 2010



Suicide Risk Protocol



*Social Worker,
Psychologist, Counselor

CONFIDENTIAL CRISIS

NAME: _____ ID# _____ COUNSELOR _____ GRADE _____

ADDRESS _____

PARENT'S NAME _____ PHONE: (H) _____

(W) _____

STUDENT REFERRED BY _____ TITLE _____

ANY PREVIOUS HISTORY OF SUICIDAL TENDENCIES:

PRESENTING PROBLEM:

Person Notified: Mother _____ Father _____ Guardian _____

Date of Notification: _____

Time of Notification: _____

STATUS

Action(s) Taken: (Circle all that apply)

1. Student sent home as usual
2. Parent informed of outside resources
3. Student scheduled for contact with social worker the next day
4. Consult with child's outside therapist
5. Consult with PPS team
6. Notify outside social service agency
7. Student released to parental care
8. Student monitored during school day
9. Student transferred to Crisis Intervention

OTHER RECOMMENDATIONS (specify):

Social Worker/Psychologist

Date

Cc: Parent
Principal
Dean
Counselor

Students

Exhibit - Agreement to Participate – (English)

Please refer to the following material:

DATED: March 15, 2010

Students

Exhibit - Agreement to Participate – (Spanish)

Please refer to the following material:

DATED: March 15, 2010

2009-2010 TARJETA DE PERMISO DEPORTIVO sexo: H M
(Debe de entregarse en mano en la Oficina de Deportes – no la mande por correo)

ID# _____ Nombre _____ Fecha de nacimiento / / Grado _____
(Escriba en letra legible el nombre como en el certificado de nacimiento)

Padre(s)/Tutor(es) _____ Dirección del correo electrónico del Padre/Tutor _____

Dirección _____ Ciudad _____ Estado IL Código Postal _____

Tel. de casa _____ Tel. del trabajo _____ Tel. Celular _____

Celular del estudiante _____ Dirección del correo electrónico del estudiante _____

PERMISO DEL MÉDICO

He examinado a este estudiante en esta fecha y le doy mi permiso para que participación en deportes inter.-escolares por un año.

Firma del medico _____ Sello del medico _____ Fecha del examen físico _____

**NOTA: No se puede matricular para ningún deporte si la fecha de caducidad del examen físico es durante la temporada del deporte.*

PERMISO DEL PADRE/TUTOR

Sí, mi hijo/a/ tiene mi permiso de practicar y competir en el programa inter.-escolar deportivo de ETHS durante el otoño, invierno y/o primavera. Comprendo que él/ella tiene que mantener calificaciones lo suficientemente altas como para pasar por lo menos cuatro clases cada semana y tiene que mantener un GPA de 2.0 como mínimo. Asumo la responsabilidad en caso de emergencia o lesión.

El Distrito 202 proporciona un programa del seguro de accidentes de los estudiantes para las lesiones incurridas por su hijo/a mientras está participando en actividades patrocinadas por la escuela, incluyendo todos los deportes. Este plan de seguro provee cobertura SECUNDARIA y pagará los beneficios después de que su seguro primario ha concluido su participación en la reclamación. Si desea comprar un seguro adicional, puede comprarlo en la Oficina de Cuentas de los Estudiantes (Student Accounts Office) en H110.

Firma del Padre/Tutor _____ Fecha _____

PERMISO DE TRANSPORTE DE TEMPORADA DE ETHS

Entiendo que debo de respetar todas las reglas de la escuela mientras estoy en el autobús y en todas las competiciones.

Firma del Estudiante _____ Fecha _____

Doy mi permiso para que mi hijo/a viaje a las competiciones deportivas en los vehículos autorizados por la escuela, y autorizo a que el/la entrenador/a garantice asistencia médica en caso de emergencia cuando no se me pueda localizar.

Nombre de un contacto en caso de Emergencia _____ Número de Teléfono(____) _____

Firma del Padre/Tutor _____ Date _____

Por favor, describa cualquier medicación o condición médica de la que el personal de ETHS debe de estar enterado: _____

CODIGO DE ACTIVIDADES EXTRA-CURRICULAR

He leído y comprendido las expectativas y consecuencias del Código de Actividades Extracurriculares arriba indicadas (Revisado en Julio del 2007).

Firma del Padre/Tutor _____ Firma del Estudiante _____ Fecha _____

PERMISO DE EXAMEN DE ESTEROIDES AL AZAR DE IHSA

Damos permiso a participar en exámenes al azar de acuerdo con el reglamento de exámenes de esteroides de la IHSA. Entendemos que si el estudiante o su equipo participa en competiciones estatales el estudiante puede ser examinados por uso de sustancias prohibidas. Ningún estudiante puede participar en las competiciones de series del estado a menos que sus padres/tutores den permiso a exámenes al azar. Una list de las clases de drogas prohibidas por la IHSA se puede ver en http://www.ihsa.org/initiatives/sportsMedicine/files/IHSA_banned_list-2007-08.pdf.

Parent/Guardian Signature _____ Student Signature _____ Date _____

ESTUDIANTES TRANSFERIDOS

¿Has asistido a otra escuela secundaria anteriormente? SI / NO. En caso afirmativo por favor completa la siguiente información:
Nombre de la Escuela _____ Ciudad/Estado de la Escuela _____

USO DE LA OFICINA SOLAMENTE: Deporte del otoño _____ Deporte del invierno _____ Deporte de la primavera _____

GPA _____ EAP _____

Students

Exhibit - Certificate of Physical Fitness for Participation in Athletics

To be submitted to the Building Principal. (please print)

Student Sport/Activity

Parent/Guardian Home phone

Home address Cell phone

Emergency contact (*relationship to student*) Contact phone

Physician Physician phone

Medical History: Date of Birth: _____ Height: _____ Weight: _____

Heart condition Diabetes Asthma: Requires child to self-administer medication

Epilepsy Allergies: Requires student to carry EpiPen®

Other _____

List all medications (*prescribed and over the counter*)

Injuries (*brief description and dates*)

Surgeries (*brief description and dates*)

Physical activity restrictions (*brief description and duration*)

I certify that:

1. My child is in good health and is capable of participating in the above sport or activity. No need exists to limit his/her participation. I assume full responsibility for his/her physical condition and participation, and will notify you of any changes.
2. I have completed and submitted the *Authorization for Medical Treatment* form allowing the school to seek medical treatment for my child in the event of a medical emergency when reasonable attempts to contact me are unsuccessful.
3. If my child requires or may need medication while participating in athletics, I have completed and submitted the *School Medication Authorization Form*.

Parent/Guardian signature

Date

DATED: March 15, 2010

Students

Exhibit - Authorization for Medical Treatment

To be submitted to the Superintendent. (please print)

_____	_____
Student	Sport/Activity
_____	_____
Parent/Guardian	Home phone
_____	_____
Home address	Cell phone
_____	_____
Physician	Physician phone

Medical Information: *(list allergies, medications, conditions and any known restrictions)*

In the event of a medical emergency and if reasonable attempts to contact me using the telephone numbers listed above are unsuccessful:

I, as parent or legal guardian of the above student, do hereby authorize:

1. Treatment by a licensed medical physician of my child/ward in the event of a medical emergency that, in the opinion of the attending physician, may endanger his/her life, cause disfigurement, physical impairment, or undue discomfort if delayed, and
2. Transfer of my child/ward to any hospital reasonably accessible at my expense.

_____	_____
Parent/Guardian signature	Date

DATED: March 15, 2010

Students

Administrative Procedure - Guidelines for Student Distribution of Non-School Sponsored Written Material on School Grounds

A student or group of students seeking to distribute written material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Principal's designee of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Principal's designee, such as, before the beginning or ending of classes at a central location inside the building.
3. The Principal's designee may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials thrown on school grounds.
6. Students must not distribute written material that:
 - a. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
 - b. Violates the rights of others, including but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright;
 - c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language;
 - d. Is primarily intended for the solicitation of funds or the promotion of private entities;
 - e. Is primarily prepared by non-students and distributed in elementary and/or middle schools.
7. A student may use Board policy 2:260, to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same written material on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

LEGAL REF.: Hazelwood v. Kuhlmeier, 108 S.Ct. 562 (1988).
Hedges v. Wauconda Community Unit School Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

DATED: March 15, 2010

Students

Exhibit - Application and Procedures to Solicit Students for Fund-Raising

To be submitted to the Principal

Organization Name	School
Activity	Activity Dates

This application must be approved before District students may be solicited for fund-raising activities. Only the following organizations may solicit students on school grounds during school hours or during any school activity to engage in fund-raising activities: *(check at least one box)*

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

Fund-raising efforts must not conflict with instructional activities or programs. Sales booths during a school activity or lunch are permissible.

What, if any, activity may be done while students are on school premises? _____

Student participation must be voluntary. Penalties for failure to participate are prohibited.

How will students be asked to participate? _____

Describe student incentives for participation: _____

Fund-raising efforts should not burden students, their families, citizens, or merchants by being too frequent.

When and what was the last fund-raising activity done by this organization or club? _____

Local ordinances must be followed, merchants must approve of any activities on their property, and students must conduct themselves as ambassadors for their School.

How will students be informed? _____

Student safety is paramount and door-to-door solicitations are prohibited.

Describe the students' role in the fund-raising activity: _____

If students will conduct a sales or service campaign, where and how will they find customers? _____

Sales or service campaigns to raise money should offer appropriate merchandise or services.

Describe the merchandise or services students will be asked to sell or perform: _____

For school-sponsored student organizations, a school staff member must supervise the fund-raising activities in addition to any other adult volunteers.

List all of the adult sponsors, including staff members and non-staff adult volunteers: _____

- Not applicable - activity is not being proposed by a school-sponsored student organization

For school-sponsored student organizations, the student activity funds treasurer must safeguard the financial accounts.

Is this agreeable? _____

Not applicable - activity is not being proposed by a school-sponsored student organization

Parent organizations and booster clubs are governed by School Board policy 8:90, *Parent Organizations and Booster Clubs*.

Is the organization prepared to abide by this policy? _____

Not applicable - activity is not being proposed by a parent organization or booster club

The fund-raising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.

Describe how funds raised through the proposed activity will be used: _____

If the activity will help fund a trip or overnight excursion, describe the travel plans: _____

The funds must be used to the maximum extent possible for the designated purpose.

Is this agreeable? _____

I agree to abide by the conditions stated in this application and agree to adhere to all Board policies and administrative procedures.

Applicant name (*please print*)

Telephone number

Address

Applicant signature

Date

The Principal will base his or her decision on the information being provided in this form as well as other criteria deemed important. (*Note to Building Principal: after approving or denying this application, return a copy of it to the person making the request, send the original to the Superintendent, and retain a copy at the School.*)

Approved

Denied

Principal or designee

Date

DATED: March 15, 2010

Students

Administrative Procedure - Student Records

Student Records Defined

A student record is any record that contains personally identifiable information or other information that would link the document to an individual student if it is maintained by the District, except records kept: (1) in a school staff member's sole possession destroyed not later than the student's graduation or permanent withdrawal, and not accessible or revealed to any other person except a temporary substitute teacher, or (2) by law enforcement officials working in the school.

Maintenance of School Student Records

The District maintains two types of school records for each student: a *permanent* record and a *temporary* record.

The *permanent record* shall include:

- Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s)
- Academic transcripts, including grades, class rank, graduation date, grade level achieved, and scores on college entrance examinations
- Attendance record
- Accident and health reports
- Record of release of permanent record information in accordance with 105 ILCS 10/6(c)
- Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12)

The *permanent record* may include:

- Honors and awards received
- School-sponsored activities and athletics

No other information shall be kept in the permanent record. The permanent record shall be maintained for at least 60 years after the student graduated, withdrew, or transferred.

All information not required to be kept in the student permanent record is kept in the student *temporary record* and must include:

- A record of release of temporary record information in accordance with 105 ILCS 10/6(c)
- Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8)
- Information regarding serious infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction
- Information provided under the Abused and Neglected Child Reporting Act (325 ILCS 5/8.6), including any final finding report received from a Child Protective Service Unit
- Completed home language survey

The *temporary record* may include:

- Family background information
- Intelligence test scores, group and individual
- Aptitude test scores
- Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews

Elementary and secondary achievement level test results
Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
Honors and awards received
Teacher anecdotal records
Other disciplinary information
Special education files, including the report of the multidisciplinary staffing on which placement or nonplacement was based, and all records and tape recordings relating to special education placement hearings and appeals
Verified reports or information from non-educational persons, agencies, or organizations
Verified information of clear relevance to the student's education

Information in the temporary record will indicate authorship and the date it was added to the record. The District will maintain the student's temporary record for at least 5 years after the student transferred, graduated, or permanently withdrew. Temporary records that may be of assistance to a student with disabilities who graduates or permanently withdraws, may, after 5 years, be transferred to the parent(s)/guardian(s) or to the student, if the student has succeeded to the rights of the parent(s)/guardian(s).

The Principal is the records custodian for his or her respective building and is responsible for the maintenance, care, and security of a student's permanent or temporary records. Upon a student's graduation, transfer, or permanent withdrawal, the Principal or designee shall notify the parent(s)/guardian(s) and the student when the student's permanent and temporary school records are scheduled to be destroyed and of their right to request a copy. Before any school student record is destroyed or information deleted therefrom, the parent/guardian must be given reasonable prior notice at his or her last known address and an opportunity to copy the record and information proposed to be destroyed or deleted. Student records shall be reviewed at least every 4 years, or upon a student's change in attendance centers, whichever occurs first, to verify entries and correct inaccurate information.

The District uses students' Social Security numbers for intra-school identification purposes, if at all. However, school officials may not require students or their parents/guardians to provide them. Absent a court order or subpoena, school officials do not provide educational records to the Immigration and Naturalization Service.

Access to Student Records

The District shall grant access to student records as follows:

1. Neither the District nor any of its employees shall release, disclose, or grant access to information found in any student record except under the conditions set forth in the Illinois School Student Records Act.
2. The parent(s)/guardian(s) of a student under 18 years of age, or designee, shall be entitled to inspect and copy information in the child's school records; a student less than 18 years old may inspect or copy information in the student's permanent school record. Such requests shall be made in writing and directed to the Building Principal. Access to the records shall be granted within 15 days of the District's receipt of such a request.

Where the parents/guardians are divorced or separated, both shall be permitted to inspect and copy the student's school records unless the District has actual notice of a court order indicating otherwise. The District shall send copies of the following to both parents/guardians at either's request, unless the District has actual notice of a court order indicating otherwise:

- a. Academic progress reports or records;

- b. Health reports;
- c. Notices of parent-teacher conferences;
- d. School calendars distributed to parents/guardians; and
- e. Notices about open houses, graduations, and other major school events including pupil-parent/guardian interaction.

When the student reaches 18 years of age, graduates from high school, marries, or enters military service all rights and privileges accorded to parent(s)/guardian(s) become exclusively those of the student.

Access shall not be granted the parent(s)/guardian(s) or the student to confidential letters and recommendations concerning the admission to a post-secondary educational institution, applications for employment or the receipt of an honor or award which were placed in the records prior to January 1, 1975, provided such letters and statements are not used for purposes other than those for which they were specifically intended. Access shall not be granted to such letters and statements entered into the record at any time if the student has waived his or her right of access after being advised of his or her right to obtain the names of all persons making such confidential letters and statements.

3. The District may grant access to, or release information from, student records without parental/guardian consent or notification to District employees or officials or the Illinois State Board of Education, provided a current, demonstrable, educational or administrative need is shown. Access in such cases is limited to the satisfaction of that need.
4. The District may grant access to, or release information from, student records without parental/guardian consent or notification to any person for the purpose of research, statistical reporting, or planning, provided that no student or parent(s)/guardian(s) can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records.
5. The District shall grant access to, or release information from, a student's records pursuant to a court order, provided that the parent(s)/guardian(s) shall be given prompt written notice of such order's terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or the consent of the student's parent(s)/guardian(s).
6. The District shall grant access to, or release information from, any student record as specifically required by federal or State statute.
7. The District shall grant access to, or release information from, student records to any person possessing a written, dated consent, signed by the parent(s)/guardian(s) or eligible student stating to whom the records may be released, the information or record to be released, and the reason for the release. One copy of the consent form will be kept in the records and one copy is mailed to the parent(s)/guardian(s) or eligible student by the Superintendent. Whenever the District requests the consent to release certain records, the Building Principal shall inform the parent(s)/guardian(s) or eligible student of the right to limit such consent to specific portions of information in the records.
8. The District may release student records to the Building Principal of another Illinois school, or an official with similar responsibilities in a non-Illinois school, in which the student has enrolled or intends to enroll, upon written request from such official.

9. Prior to the release of any records, or information under items 6 and 8 above, the District shall provide prompt written notice to the parent(s)/guardian(s) or eligible student of this intended action. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents. If the release is under 6 above and relates to more than 25 students, a notice published in the newspaper is sufficient.
10. The District may release student records, or information in connection with an emergency without parental consent if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The Building Principal shall make this decision taking into consideration the nature of the emergency, the seriousness of the threat to the health or safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. The District shall notify the parent(s)/guardian(s) or eligible student as soon as possible of the information released, the date of the release, the person, agency or organization to whom the release was made, and the purpose of the release.
11. The District shall grant access to, or release information from student records to juvenile authorities when necessary for the discharge of their official duties upon their request before the student's adjudication, provided they certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. "Juvenile authorities" means: (a) a circuit court judge and court staff members designated by the judge; (b) parties to the proceedings under the Juvenile Court Act of 1987 and their attorneys; (c) probation officers and court appointed advocates for the juvenile authorized by the judge hearing the case; (d) any individual, public or private agency having court-ordered custody of the child; (e) any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the minor; (f) any potential placement provider when such release is authorized by the court to determine the appropriateness of the potential placement; (g) law enforcement officers and prosecutors; (h) adult and juvenile prisoner review boards; (i) authorized military personnel; and (j) individuals authorized by court.
12. The District shall grant access to, or release information from student records, to a SHOCAP (Serious Habitual Offender Comprehensive Action Program) committee member, provided that:
 - a. The committee member is a State or local official or authority,
 - b. The disclosure concerns the juvenile justice system's ability to effectively serve, prior to adjudication, the student whose records are to be released and the official or authority certifies in writing that the records will not be disclosed to any other party except as provided under State law without the prior written consent of the student's parent(s)/guardian(s),
 - c. The disclosure's purpose is limited to identifying serious habitual juvenile offenders and matching those offenders with community resources pursuant to Section 5-145 of the Juvenile Court Act of 1987, and
 - d. The release, transfer, disclosure, or dissemination consistent with the Family Educational Rights and Privacy Act.
13. Upon their request, military recruiters and institutions of higher learning shall have access to secondary students names, addresses, and telephone listings, unless an objection is made by the student's parent(s)/guardian(s). The Building Principal or designee shall notify parents/guardians that they may make this objection.

14. The District charges \$.50 per page for copying information from a student's records. No parent(s)/guardian(s) or student shall be precluded from copying information because of financial hardship.
15. Except as provided below, a record of all releases of information from student records (including all instances of access granted whether or not records were copied) shall be kept and maintained as part of such records. This record shall be maintained for the life of the student record and shall be accessible only to the parent(s)/guardian(s) or eligible student, Building Principal, or other person. The record of release shall include:
 - a. Information released or made accessible.
 - b. The name and signature of the Building Principal.
 - c. The name and position of the person obtaining the release or access.
 - d. The date of the release or grant of access.
 - e. A copy of any consent to such release.No record of a disclosure is maintained when records are disclosed according to the terms of an *ex parte* court order.

Orders of Protection

Upon receipt of a court order of protection, the Principal shall file it in the records of a child who is the "protected person" under the order of protection. No information or records shall be released to the Respondent named in the order of protection. When a child who is a "protected person" under an order of protection transfers to public or private school, or as soon as possible, the Building Principal shall, at the request of the Petitioner, provide, within 24 hours of the transfer or as soon as possible, written notice of the order of protection, along with a certified copy of the order, to the school to which the child is transferring.

Directory Information

The District may release certain directory information regarding students, except that a student's parent(s)/guardian(s) may prohibit the release of the student's directory information. Directory information is limited to:

- Name
- Address
- Gender
- Grade level
- Birth date and place
- Parents'/guardians' names and addresses
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

The notification to parents/guardians and students concerning school records will inform them of their right to object to the release of directory information.

Student Record Challenges

The parents/guardians may challenge the accuracy, relevancy, or propriety of their student's school records. However when the student's school records are being forwarded to another school, no challenge may be made to grades or references to expulsions or out-of-school suspensions. The parents/guardians have the right to request a hearing at which each party has the right to:

1. Present evidence and to call witnesses;
2. Cross-examine witnesses;

3. Counsel;
4. A written statement of any decision and the reasons therefore; and
5. Appeal an adverse decision to an administrative tribunal or official to be established or designated by the State Board.

The parent(s)/guardian(s) may insert a written statement of reasonable length describing their position on disputed information. The school will include a copy of the statement in any release of the information in dispute.

LEGAL REF.: 20 U.S.C. §1232(g)(j).
Owasso I.S.D. No. I-011 v. Falvo, 122 S.Ct. 934 (2002).
Chicago Tribune Co. v. Chicago Bd. of Ed., 773 N.E.2d 674 (Ill.App.1, 2002).
Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99.
105 ILCS 5/10-21.8 and 10/1 et seq.

23 Ill.Admin.Code §375.

DATED: March 15, 2010

Students

Exhibit - Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records

This notification may be distributed by any means likely to reach the parents/guardians.

The District maintains two types of school records for each student: *permanent* record and *temporary* record. These records may be integrated.

The *permanent record* shall include:

- Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s)
- Academic transcripts, including grades, class rank, graduation date, grade level achieved, and scores on college entrance examinations
- Attendance record
- Accident and health reports
- Record of release of permanent record information in accordance with 105 ILCS 10/6(c)
- Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12)

The *permanent record* may include:

- Honors and awards received
- School-sponsored activities and athletics

No other information shall be kept in the permanent record. The permanent record shall be maintained for at least 60 years after the student graduated, withdrew, or transferred.

All information not required to be kept in the student permanent record is kept in the student *temporary record* and must include:

- A record of release of temporary record information in accordance with 105 ILCS 10/6(c)
- Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8)
- Information regarding serious infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction
- Information provided under the Abused and Neglected Child Reporting Act (325 ILCS 5/8.6), including any final finding report received from a Child Protective Service Unit
- Completed home language survey

The *temporary record* may include:

- Family background information
- Intelligence test scores, group and individual
- Aptitude test scores
- Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews
- Elementary and secondary achievement level test results
- Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
- Honors and awards received
- Teacher anecdotal records
- Other disciplinary information

Special education files, including the report of the multidisciplinary staffing on which placement or nonplacement was based, and all records and tape recordings relating to special education placement hearings and appeals

Verified reports or information from non-educational persons, agencies, or organizations

Verified information of clear relevance to the student's education

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and copy the student's education records within 15 school days of the day the District receives a request for access.

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The District charges \$.50 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning a student (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15).

2. The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, misleading, irrelevant, or improper.

Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the Building Principal or records custodian, clearly identify the record they want changed, and specify the reason.

If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify the parents/guardians or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.

Disclosure is permitted without consent to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. The right to a copy of any school student record proposed to be destroyed or deleted.

Student records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

5. The right to prohibit the release of directory information concerning the parent's/guardian's child.

Throughout the school year, the District may release directory information regarding students, limited to:

- Name
- Address
- Gender
- Grade level
- Birth date and place
- Parents'/guardians' names and addresses
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parents/guardians or eligible student is specifically informed otherwise.

A photograph of an unnamed student is **not** a school record because the student is not individually identified. The District shall obtain the consent of a student's parents/guardians before publishing a photograph or videotape of the student in which the student is identified.

6. The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parents/guardians request that the information not be disclosed without prior written consent. If you wish to exercise this option, notify the Building Principal where your student is enrolled for further instructions.

7. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.

8. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

DATED: March 15, 2010

Students

Exhibit - Letter to Parents Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

Please refer to the following material:

DATED: March 15, 2010



Evanston Township High School
District 202
1600 Dodge Avenue
Evanston, Illinois 60201

ID#: _____ Grade: 09 Counselor: _____

Consent Form to Release Information

Our school may be requested to provide the names and addresses of high school students to military recruiters, colleges and other groups. You do not need to participate in this program.

To indicate that you do NOT WANT your child's information released, please place check marks on one or all of the following programs. Information will be released on any program remaining unchecked.

- _____ Do Not Release to U.S. Military (Army, Navy, Air Force, Marines, etc.)
- _____ Do Not Release to Colleges and other educational institutions
- _____ Do Not Release to Political Offices
- _____ Do Not Release to Prospective Employers

This release will be in effect until your student graduates from ETHS. You will not need to complete any other forms while in attendance at ETHS.

If you have any questions, please contact Ms. Aiden, Student Services (847)424-7915

Signature _____

Date _____

Please Return This Form To: Evanston Township High School
Student Services, E118
1600 Dodge Avenue
Evanston, IL 60204

**EVANSTON TOWNSHIP HIGH SCHOOL DISTRICT 202
DISTRICT ADMINISTRATIVE PROCEDURES MANUAL
TABLE OF CONTENTS
SECTION 8 - COMMUNITY RELATIONS**

8:20-E	Exhibit - Application and Procedures for Use of School Facilities
8:25-AP	Administrative Procedure - Advertising and Distributing of Materials in School Provided by Non-School Related Entities
8:30-AP	Administrative Procedure - Definition of Child Sex Offender
8:30-E	Exhibit - Child Sex Offender's Request for Permission to Visit School Property
8:95-AP	Administrative Procedure - Parental Involvement
8:95-E1	Exhibit - Letter Notifying Parents/Guardians of School Visitation Rights
8:95-E2	Exhibit - Verification of School Visitation

Community Relations

Exhibit - Application and Procedures for Use of School Facilities

Please refer to the following materials:

DATED: March 15, 2010

*Evanston Township High School, Dist. 202
1600 Dodge Ave.
Evanston, IL 60204
847-424-7316*

Facility Usage Agreement

Date:

Title:

Location:

Room(s):

Maximum seating:

Event Begin Date:

End date:

Begin Time:

End time:

Number in attendance:

Organization:

Contact name:

Day-Time Phone:

Evening Phone:

Address:

Fax:

eMail address:

Conditions of Usage

1. The school does NOT provide insurance that in any way protects the interest of the individual or organization. The individual or organization agrees to provide a Certificate of Insurance showing Evanston Township High School as additionally insured with liability coverage in the amount of \$1,000,000.
2. The individual or organization agrees to abide by the regulations of the Board of Education (available upon request), including no smoking or the non-possession/consumption of alcoholic beverages on school property.
3. No additional seats other than those provided by the school in the specific facility requested are to be used. Seating may not exceed the maximum seating capacity of any room or area. Seating maximum is included in this usage agreement. If there are more participants or spectators attending the rental event than is stated in the rental approval form, the renting organization shall be charged additional 25% of the rental fee.

Evanston Township High School, Dist. 202
1600 Dodge Ave.
Evanston, IL 60204
847-424-7316

4. The individual or organization assumes full responsibility for any damage to or loss of school property arising from or in anyway connected with the subject activity and agrees to repair or replace such property promptly, without expense to the school district.
5. Activities involving minors shall be supervised by at least one adult per 15 minors. The supervisors must be 21 years old or older. The adult supervisors are responsible for maintaining good order and control of children during the rental event. Congregating and loitering in the hallways and other parts of the building not specified in the rental agreement is strictly prohibited.
6. The Board of Education and the Administration may at anytime deny or refuse to grant any application or cancel without liability any contract whenever, in the reasonable judgment of the Board or its Administration, the use presents or may present a clear and present danger to persons or property or may be in violation of or contrary to applicable Federal, State or local law or ordinance, or may in the opinion of the Board of Education, or the Administration prove to be disruptive.
7. The Board of Education and the Administration reserve the right to interrupt or terminate any use-of facilities contract without due cause or should an emergency arise. In such an event, the Board and the Administration shall make every effort to provide an acceptable substitute date or space.
8. Hanging anything on the counterweight fly system is strictly prohibited; no school sets may be dismantled, moved or otherwise destroyed. Signs, displays, or materials may not be attached, nailed, or otherwise affixed to walls.
9. The organization must agree to use appropriate emergency procedures including 911 for medical emergencies and whenever an AED is used.
10. The organization must agree to follow ETHS' Medical Response Plan. See attached.
11. The organization's staff will locate all the AED's and fire extinguishers in the area they are renting prior to using the facility.
12. Unless you are renting The Terrace faculty dining room or one of our cafeterias, or unless other wised approved by the Director of Operations, no food or beverages are allowed in any of our facilities. Our Nutrition Services Department has excellent catering services which we encourage you to use. Please contact our dept. at (847) 424-7225. Preparation of food by renters is not allowed. If you break for lunch, you must exit the building; our Safety Department staff will be available to let you in and out of the building.

*Evanston Township High School, Dist. 202
1600 Dodge Ave.
Evanston, IL 60204
847~424-7316*

13. Due to liability, organizations will not be allowed to use volunteers to replace custodians or safety personnel who are required during a rental.
14. Granting of rental is subject to availability. Rental fees in the form of a cashier's or certified check (or approved company check) and proof of insurance as described above, must be received ten (10) days prior to date(s) of rental.
15. Cancellation can be made without penalty anytime up to 72 hours before the scheduled entry time according to each contract. If cancellation is made from 72 hours to 12 hours before the event, the deposit will not be refunded.
16. Rates are only guaranteed 6 months from the signed approval date. Organizations scheduling events more than six months in advance will be notified 30 days prior to the event and billed at the new prevailing rate (not to exceed 15% of the original hourly rate).
17. The attached Safety Announcement shall be read at the start of the event.

Contact Name _____

Phone _____

Signature _____

Date _____

Title _____

Evanston Township High School
1600 Dodge Ave
Evanston, IL 60204
Phone # (847) 424-7316 Fax # (847) 492-5918

Name of Organization _____ Address _____

For Profit _____ Not for Profit _____ Tax Exempt ID# _____

Contact Name _____ Home# _____ Work# _____

Purpose of rental/event _____

Describe Event _____

Date(s) of event _____ Alternate date _____

Time of event _____ Time to enter bldg _____ Time to exit bldg _____

Is attendance limited to members of your group? _____ Estimated attendance _____

Will you charge admission or require a contribution? _____ If yes, how much per person? _____

PLEASE INDICATE AREA BELOW

- | | |
|--|---|
| <input type="checkbox"/> Small gymnasium (list quantity) | <input type="checkbox"/> Outdoor athletic area |
| <input type="checkbox"/> Fieldhouse | <input type="checkbox"/> Swimming pool w/operator |
| <input type="checkbox"/> Dance Studio | <input type="checkbox"/> Instructional swimming pool/operator |
| <input type="checkbox"/> Weight room | <input type="checkbox"/> Wrestling room (with mats) |
| <input type="checkbox"/> Gymnastics area | <input type="checkbox"/> The Terrace dining room |
| <input type="checkbox"/> Any cafeteria | <input type="checkbox"/> Any courtyard |
| <input type="checkbox"/> Standard classroom | <input type="checkbox"/> Large classroom |
| <input type="checkbox"/> Auditorium | <input type="checkbox"/> Long term rentals |
| <input type="checkbox"/> Other areas | |

ADDITIONAL SERVICES REQUIRED

- Custodial Security Food Svc A/C Heat Other
 Chairs Tables Coat rack

Signature _____ Title _____ Date _____

I/we hereby request use of the above described facilities for said events or purposes on dates listed and during hours noted in accordance with the rules and regulations established by the Board of Education and hereby acknowledge receipt of a copy of the said regulations, which shall be considered a part of this application, and agree to pay as rental for said facilities the charges and special fees enumerated by the Board of Education, and as further consideration for such, I/we hereby agree to indemnify and hold harmless the Board of Education of Evanston Township High School District #202 (Cook County), Evanston, Illinois, from and against all loss, damage, liability, charges, claims, demands and actions of any kind whatsoever directly or indirectly arising out of or in connection with the said use of school facilities, which may hereafter at any time be made or instituted against or suffered by, said Board of Education

Community Relations

Administrative Procedure - Advertising and Distributing Materials in Schools Provided by Non-School Related Entities

Requests from Community, Educational, Charitable, Recreational, or Other Organizations

Actor	Action
Community, Educational, Charitable, Recreational, or Other Organizations	<p>Direct to the Assistant Superintendent/ Principal all requests to advertise events pertinent to students' interests or involvement.</p> <p>Specifically describe the material or literature proposed to be displayed, distributed, or included in the school's website.</p> <p>Request specific dates for the material to be posted or distributed.</p>
Assistant Superintendent / Principal or designee	<p>Screens all material before distributing or posting it to ensure compliance with the District's policy and procedures, including that all material and literature be student-oriented and have the sponsoring organization's name prominently displayed.</p> <p>Rejects all requests to post or distribute material or literature that would: (a) disrupt the educational process, (b) violate the rights or invade the privacy of others, (c) infringe on a trademark or copyright, or (d) be defamatory, obscene, vulgar, or indecent.</p> <p>Determines the appropriate location for posting the material and/or distributing it, provided that any distribution by staff is done without discussion.</p> <p>Informs the organization whether its request is accepted or rejected.</p> <p>Removes all materials that are out-of-date from the building and/or website.</p>
Community, Educational, Charitable, Recreational, or Other Organizations	<p>Have the material or posters delivered to the school. The school will not make copies.</p> <p>Provide in electronic format any information that the Principal or designee agreed to publish on the school's website.</p>

Requests from Commercial Companies to Advertise and/or Distribute Material

Actor	Action
Commercial Companies	<p>Direct to the Assistant Superintendent/Principal or designee all requests to advertise on school grounds or in school publications.</p> <p>Specifically identify the requested location for advertisements, i.e.: (a) athletic field fence, (b) athletic, theater, or music programs, and/or (c) scoreboards.</p> <p>Prominently display the company's name on all advertising.</p> <p>Provide a copy of the proposed advertisement to the Assistant Superintendent/Principal or designee.</p>

Actor	Action
Assistant Superintendent/Principal	Screens all proposed ads to ensure that they will not: (a) disrupt the educational process, (b) violate the rights or invade the privacy of others, (c) infringe on a trademark or copyright, or (d) be defamatory, obscene, vulgar, or indecent. May approve a commercial request related to graduation, class pictures, or class rings.

DATED: March 15, 2010

Community Relations

Administrative Procedure - Definition of Child Sex Offender

Child Sex Offender 720 ILCS 5/11-9.3(c)

- (1) “Child sex offender” means any person who:
- (i) Has been charged under Illinois law, or any substantially similar federal law or law of another state, with a sex offense set forth in paragraph (2) of this subsection (c) or the attempt to commit an included sex offense, and
 - (A) Is convicted of such offense or an attempt to commit such offense; or
 - (B) Is found not guilty by reason of insanity of such offense or an attempt to commit such offense; or
 - (C) Is found not guilty by reason of insanity pursuant to subsection (c) of Section 104-25 of the Code of Criminal Procedure of 1963 of such offense or an attempt to commit such offense; or
 - (D) Is the subject of a finding not resulting in an acquittal at a hearing conducted pursuant to subsection (a) of Section 104-25 of the Code of Criminal Procedure of 1963 for the alleged commission or attempted commission of such offense; or
 - (E) Is found not guilty by reason of insanity following a hearing conducted pursuant to a federal law or the law of another state substantially similar to subsection (c) of Section 104-25 of the Code of Criminal Procedure of 1963 of such offense or of the attempted commission of such offense; or
 - (F) Is the subject of a finding not resulting in an acquittal at a hearing conducted pursuant to a federal law or the law of another state substantially similar to subsection (a) of Section 104-25 of the Code of Criminal Procedure of 1963 for the alleged violation or attempted commission of such offense; or
 - (ii) Is certified as a sexually dangerous person pursuant to the Illinois Sexually Dangerous Persons Act, or any substantially similar federal law or the law of another state, when any conduct giving rise to such certification is committed or attempted against a person less than 18 years of age; or
 - (iii) Is subject to the provisions of Section 2 of the Interstate Agreements on Sexually Dangerous Persons Act.

Convictions that result from or are connected with the same act, or result from offenses committed at the same time, shall be counted for the purpose of this Section as one conviction. Any conviction set aside pursuant to law is not a conviction for purposes of this Section.

- (2) Except as otherwise provided in paragraph (2.5), “sex offense” means:
- (i) A violation of any of the following Sections of the Criminal Code of 1961: 10-7 (aiding and abetting child abduction under Section 10-5(b)(10), 10-5(b)(10) (child luring), 11-6 (indecent solicitation of a child), 11-6.5 (indecent solicitation of an adult), 11-9 (public indecency when committed in a school, on the real property comprising a school, or on a conveyance, owned, leased, or contracted by a school to transport students to or from school or a school related activity), 11-9.1 (sexual exploitation of a child), 11-15.1

(soliciting for a juvenile prostitute), 11-17.1 (keeping a place of juvenile prostitution), 11-18.1 (patronizing a juvenile prostitute), 11-19.1 (juvenile pimping), 11-19.2 (exploitation of a child), 11-20.1 (child pornography), 11-20.3 (aggravated child pornography), 11-21 (harmful material), 12-14.1 (predatory criminal sexual assault of a child), 12-33 (ritualized abuse of a child), 11-20 (obscenity) (when that offense was committed in any school, on real property comprising any school, in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity). An attempt to commit any of these offenses.

(ii) A violation of any of the following Sections of the Criminal Code of 1961, when the victim is a person under 18 years of age: 12-13 (criminal sexual assault), 12-14 (aggravated criminal sexual assault), 12-15 (criminal sexual abuse), 12-16 (aggravated criminal sexual abuse). An attempt to commit any of these offenses.

(iii) A violation of any of the following Sections of the Criminal Code of 1961, when the victim is a person under 18 years of age and the defendant is not a parent of the victim:

10-1 (kidnapping),

10-2 (aggravated kidnapping),

10-3 (unlawful restraint),

10-3.1 (aggravated unlawful restraint).

An attempt to commit any of these offenses.

(iv) A violation of any former law of this State substantially equivalent to any offense listed in clause (2)(i) of subsection (c) of this Section.

(2.5) For the purposes of subsection (b-5) only, a sex offense means:

(i) A violation of any of the following Sections of the Criminal Code of 1961:

10-5(b)(10) (child luring),

10-7 (aiding and abetting child abduction under Section 10-5(b)(10)),

11-6 (indecent solicitation of a child),

11-6.5 (indecent solicitation of an adult),

11-15.1 (soliciting for a juvenile prostitute),

11-17.1 (keeping a place of juvenile prostitution),

11-18.1 (patronizing a juvenile prostitute),

11-19.1 (juvenile pimping),

11-19.2 (exploitation of a child),

11-20.1 (child pornography),

11-20.3 (aggravated child pornography)

12-14.1 (predatory criminal sexual assault of a child), or

12-33 (ritualized abuse of a child).

An attempt to commit any of these offenses.

(ii) A violation of any of the following Sections of the Criminal Code of 1961, when the victim is a person under 18 years of age: 12-13 (criminal sexual assault), 12-14

(aggravated criminal sexual assault), 12-16 (aggravated criminal sexual abuse), and subsection (a) of Section 12-15 (criminal sexual abuse). An attempt to commit any of these offenses.

(iii) A violation of any of the following Sections of the Criminal Code of 1961, when the victim is a person under 18 years of age and the defendant is not a parent of the victim:

10-1 (kidnapping),

10-2 (aggravated kidnapping),

10-3 (unlawful restraint),

10-3.1 (aggravated unlawful restraint).

An attempt to commit any of these offenses.

(iv) A violation of any former law of this State substantially equivalent to any offense listed in this paragraph (2.5) of this subsection.

(3) A conviction for an offense of federal law or the law of another state that is substantially equivalent to any offense listed in paragraph (2) of subsection (c) of this Section shall constitute a conviction for the purpose of this Article. A finding or adjudication as a sexually dangerous person under any federal law or law of another state that is substantially equivalent to the Sexually Dangerous Persons Act shall constitute an adjudication for the purposes of this Section.

DATED: March 15, 2010

Community Relations

Exhibit - Child Sex Offender’s Request for Permission to Visit School Property

If you are a child sex offender, you must complete this form in order to lawfully visit school property whenever students are present. After a decision is made whether to grant or deny permission to visit, a copy will be returned to you. This information will be kept in the Administration offices as well as in the Principal’s office where you are seeking permission to visit.

_____	_____
Name <i>(Please print)</i>	Address
_____	_____
Signature	Today’s Date
_____	_____
School (Visit Location)	Date of Visit

Complete the following if you are a parent/guardian of a student attending this school.

I request permission to visit the school for the following reason(s):

- To attend a conference with school personnel to discuss the academic or social progress of my child.
- To participate in my child’s review conference in which evaluation and placement decisions may be made with respect to my child regarding special education services.
- To attend a conference to discuss other student issues concerning my child such as retention and promotion.
- Other *(Please be specific)*: _____

Complete the following if you are **not** a parent/guardian of a student who attends the school you are requesting to visit.

- I request permission to visit the school for the following reason(s) *(Please be specific)*: _____

.....
The following is to be completed by District personnel only:

⊖ Permission Granted ⊖ Permission Denied

_____	_____
Date	Signature <i>(Superintendent, Designee, or Board President)</i>

Visit Supervision *(To be completed by the person supervising the child sex offender)*

Supervisor’s Name *(Please print)* _____

Visitor’s Time In _____ Visitor’s Time Out _____

_____	_____
Date	Supervisor’s Signature

DATED: March 15, 2010

Community Relations

Administrative Procedure - Parental Involvement

The Principal shall advocate effective, comprehensive family involvement in education that will promote parents/guardians becoming active partners in education. The Principal shall, at least once every semester, provide a written report to the Superintendent on parental involvement programs and efforts in their buildings.

The following are examples of parental involvement programs for the Principal to consider. New ideas for involving parents/guardians should be continuously investigated and incorporated.

1. Keep parents/guardians thoroughly informed about their child's school and programs.
 - Develop and distribute a comprehensive student handbook
 - Distribute information to parents/guardians on their school visitation rights
 - Promote open houses
 - Promote parent/guardian-teacher conferences
 - Provide progress reporting and report cards, and keep parents/guardians informed when their child is not adequately progressing and there is a likelihood he or she may be retained
 - Publish newsletters
 - Sponsor financial information nights
2. Encourage involvement in their child's school and education.
 - Support and encourage parents/guardians volunteer opportunities
 - Positive presence program
 - White Coat program
 - Work with the PTSA to promote parents/guardians volunteer opportunities
 - Develop and use outreach programs to community groups and organizations
3. Establish effective two-way communication between all parents/guardians and the Board of Education and District personnel.
 - Monthly Building Principal coffees
 - Work with PTSA leadership to ensure parental input
 - Train personnel to collaborate with families of diverse backgrounds, including backgrounds that might impede parental participation, e.g., illiteracy or language difficulty
4. Seek the advice of parents/guardians on school governance issues and methods to fulfill the District's educational mission.
 - Work with PTSA leadership to ensure parental input
 - Establish a school-community advisory committee to identify, consider, and discuss educational problems and issues
5. Inform parents/guardians how they can assist their children's learning
 - Provide information to parents/guardians about activities they can do at home
 - Provide programs on how to establish a home environment that supports learning and appropriate behavior
 - Implement a homework-hotline

Although not exhaustive, the following identify State legislation mandating parental involvement:

Students Records

Parent/guardian has right of access to child's records (105 ILCS 10/5).

Parent/guardian has the right to challenge the content of child's records (105 ILCS 10/7).
Non-custodial parent has right to receive copies of school correspondence and reports (105 ILCS 5/10-21.8).

Notices

Schools must notify parents/guardians of their school visitation rights (820 ILCS 147/25).
District must notify parent/guardian of child's placement in English language learner programs (105 ILCS 5/14C-4).
Non-custodial parent has right to receive notices of major school-sponsored events, including parent-teacher conferences (105 ILCS 5/10-21.8).
District is responsible for notifying parents/guardians of graduation requirements, particularly when a student's eligibility for graduation may be in question (23 Ill.Admin.Code §1.440(e)).
A student's suspension must be reported to the parents/guardians (105 ILCS 5/10-22.6).
A student's expulsion may occur only after the parents/guardians have been requested to appear at a meeting with the board or board's hearing officer (105 ILCS 5/10-22.6).
District must post school report card on its website and, upon request, send it to the parent(s)/guardian(s). If the District does not maintain a website, the report card shall be sent to parents/guardians without request. The District shall send a written notice home to parents/guardians stating that: (1) the report card is available on the website; (2) the website address; (3) a printed copy will be sent upon request; and (4) the telephone number to call to request a printed copy (105 ILCS 5/10-17a).

Parent-Teacher Advisory Committees

Board of Education shall establish a parent-teacher advisory committee on student discipline (105 ILCS 5/10-20.14).

Curriculum Involvement

State law requires parents/guardians be notified, consulted, and kept involved with the education and placement of a child with disabilities (105 ILCS 5/14-1 et seq.).
If a parent/guardian objects, the student is not required to take sex education classes or course (105 ILCS 5/27-9.1, 5/27-9.2, and 110/3).
Parent/guardian has right to examine instructional materials to be used in sex education classes or course (105 ILCS 5/27-9.1, 5/27-9.2, and 110/3).
District must consult with parent/guardian on an individual remediation plan for students demonstrating a proficiency level comparable to the average pupil performance one grade or more below current placement (105 ILCS 5/2-3.64(b)).
District must notify parents/guardians of graduation requirements, particularly when a student's eligibility for graduation may be in question (23 Ill.Admin.Code §1.440(e)).
Board of Educations may use parent/guardian volunteers as: (1) assistants under the immediate supervision of a certificated teacher (105 ILCS 5/10-22.34); (2) supervisors, chaperones, or sponsors for non-academic activities (105 ILCS 5/10-22.34a); and (3) guest lecturers or resource persons under the immediate supervision of a certificated teacher (105 ILCS 5/10-22.34b).
Upon parent/guardian's request, student must be released for religious observance (105 ILCS 5/26-1(5)).

Conferences and Hearings

State law requires parents/guardians be notified, consulted, and kept involved with the education and placement of a child with disabilities (105 ILCS 5/14-1 et seq.).
Parents/guardians have the right to an unpaid leave from work to attend educational or behavioral conferences (820 ILCS 147/1).

District may use 2 days for parent-teacher conferences or could add more days to the teacher work year subject to collective bargaining (105 ILCS 5/3-11).
Non-custodial parent receives notices of parent-teacher conferences (105 ILCS 5/10-21.8).
A hearing with the parents/guardians must precede a student's expulsion (105 ILCS 5/10-22.6).

Report on Parental Involvement

Parental involvement shall be included in the school report card (105 ILCS 5/10-17a).

Training

Parents as teachers program (105 ILCS 225/5).

Opportunities for Involvement as Provided in Board Policies

Although not exhaustive, the following identifies Board policies providing opportunities for parental involvement:

Section 2 - Board of Education

- 2:150 Committees – Positive Presence and White Coat
- 2:260 Uniform Grievance Procedure

Section 4 - Operational Services

- 4:10 Fiscal and Business Management
- 4:110 Transportation
- 4:130 Free and Reduced-Price Food Services
- 4:140 Waiver of Student Fees
- 4:160 Hazardous and Infectious Materials
- 4:170 Safety

Section 5 - Personnel

- 5:230 Maintaining Student Discipline

Section 6 - Instruction

- 6:60 Curriculum Content
- 6:120 Education of Children with Disabilities
- 6:140 Education of Homeless Children
- 6:150 Home and Hospital Instruction
- 6:180 Extended Instructional Programs
- 6:190 Extracurricular and Co-Curricular Activities
- 6:235 Access to Electronic Networks
- 6:270 Guidance and Counseling Program
- 6:280 Grading and Promotion
- 6:300 Graduation Requirements
- 6:310 Credit for Alternative Courses and Programs, and Course Substitutions
- 6:340 Student Testing and Assessment Program

Section 7 - Students

- 7:15 Student and Family Privacy Rights
- 7:20 Harassment of Students Prohibited
- 7:30 Student Assignment
- 7:40 Nonpublic School Students, Including Parochial and Home-Schooled Student
- 7:50 School Admissions and Student Transfers to and from Non-District Schools
- 7:60 Resident
- 7:70 Attendance and Truancy

7:80	Release Time for Religious Instruction/Observance
7:90	Release During School Hours
7:100	Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students
7:150	Agency and Police Interviews
7:165	School Uniforms
7:170	Vandalism
7:190	Student Discipline
7:200	Suspension Procedures
7:210	Expulsion Procedures
7:230	Misconduct by Students with Disabilities
7:240	Conduct Code for Participants in Extracurricular Activities
7:250	Student Support Services
7:260	Exemption from Physical Activity
7:270	Administering Medicines to Students
7:275	Orders to Forego Life-Sustaining Treatment
7:280	Communicable and Chronic Infectious Disease
7:290	Adolescent Suicide Awareness and Prevention Programs
7:300	Extracurricular Athletics
7:340	Student Records

Section 8 - Community Relations

8:30	Visitors to and Conduct on School Property
8:95	Parental Involvement

DATED: March 15, 2010

Community Relations

Exhibit - Letter Notifying Parents/Guardians of School Visitation Rights

On District letterhead

Date

Dear Parents/Guardians:

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work to attend necessary educational or behavioral conferences at their child’s school. Please review the following copy of this Act to determine if you are entitled to a school visitation leave.

Sincerely,

Superintendent

SCHOOL VISITATION RIGHTS ACT
820 ILCS 147

147/1. Short title

This Act may be cited as the School Visitation Rights Act.

147/5. Policy

The General Assembly of the State of Illinois finds that the basis of a strong economy is an educational system reliant upon parental involvement. The intent of this Act is to permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend.

147/10. Definitions

As used in this Act:

- (a) “Employee” means a person who performs services for hire for an employer for:
 - (1) at least 6 consecutive months immediately preceding a request for leave under this Act; and
 - (2) an average number of hours per week equal to at least one-half the full-time equivalent position in the employer’s job classification, as defined by the employer’s personnel policies or practices or in accordance with a collective bargaining agreement, during those 6 months.

“Employee” includes all individuals meeting the above criteria but does not include an independent contractor.
- (b) “Employer” means any of the following: a State agency, officer, or department, a unit of local government, a school district, an individual, a corporation, a partnership, an association, or a nonprofit organization.

- (c) "Child" means a biological, adopted or foster child, a stepchild or a legal ward of an employee and who is enrolled in a primary or secondary public or private school in this State or a state which shares a common boundary with Illinois.
- (d) "School" means any public or private primary or secondary school or educational facility located in this State or a state which shares a common boundary with Illinois.
- (e) "School administrator" means the principal or similar administrator who is responsible for the operations of the school.

147/15. School conference and activity leave

- (a) An employer must grant an employee leave of up to a total of 8 hours during any school year, and no more than 4 hours of which may be taken on any given day, to attend school conferences or classroom activities related to the employee's child if the conference or classroom activities cannot be scheduled during non-work hours; however, no leave may be taken by an employee of an employer that is subject to this Act unless the employee has exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that may be granted to the employee except sick leave and disability leave. Before arranging attendance at the conference or activity, the employee shall provide the employer with a written request for leave at least 7 days in advance of the time the employee is required to utilize the visitation right. In emergency situations, no more than 24 hours notice shall be required. The employee must consult with the employer to schedule the leave so as not to disrupt unduly the operations of the employer.
- (b) Nothing in this Act requires that the leave be paid.
- (c) For regularly scheduled, non-emergency visitations, schools shall make time available for visitation during regular school hours and evening hours.

147/20. Compensation

An employee who utilizes or seeks to utilize the rights afforded by this Act may choose the opportunity to make up the time so taken as guaranteed by this Act on a different day or shift as directed by the employer. An employee who exercises his rights under this Act shall not be required to make up the time taken, but if such employee does not make up the time taken, such employee shall not be compensated for the time taken. An employee who does make up the time taken shall be paid at the same rate as paid for normal working time. Employers shall make a good faith effort to permit an employee to make up the time taken for the purposes of this Act. If no reasonable opportunity exists for the employee to make up the time taken, the employee shall not be paid for the time. A reasonable opportunity to make up the time taken does not include the scheduling of make-up time in a manner that would require the payment of wages on an overtime basis. Notwithstanding any other provision of this Section, if unpaid leave under this Act conflicts with the unreduced compensation requirement for exempt employees under the federal Fair Labor Standards Act, an employer may require an employee to make up the leave hours within the same pay period.

147/25. Notification

The State Superintendent of Education shall notify each public and private primary and secondary school of this Act. Each public and private school shall notify parents or guardians of the school's students of their school visitation rights. The Department of Labor shall notify employers of this Act.

147/30. Verification

Upon completion of school visitation rights by a parent or guardian, the school administrator shall provide the parent or guardian documentation of the school visitation. The parent or guardian shall submit such verification to the employer. The State Superintendent and the Director of the Department of Labor shall suggest a standard form of documentation of school visitation to schools

for use as required by this Section. The standard form of documentation shall include, but not be limited to, the exact time and date the visitation occurred and ended. Failure of a parent or guardian to submit the verification statement from the school to his or her employer within 2 working days of the school visitation subjects the employee to the standard disciplinary procedures imposed by the employer for unexcused absences from work.

147/35. Employee rights

No employee shall lose any employee benefits, except as provided for in Section 20 of this Act, for exercising his or her rights under this Act. Nothing in this Act shall be construed to affect an employer's obligation to comply with any collective bargaining agreement or employee benefit plan. Nothing in this Act shall prevent an employer from providing school visitation rights in excess of the requirements of this Act. The rights afforded by this Act shall not be diminished by any collective bargaining act or by any employee benefit plan.

147/40. Applicability

This Act applies solely to public and private employers that employ at least 50 or more individuals in Illinois, and to their employees.

147/45. Violation

Any employer who violates this Act is guilty of a petty offense and may be fined not more than \$100 for each offense.

147/49. Limits on leave

No employer that is subject to this Act is required to grant school visitation leave to an employee if granting the leave would result in more than 5% of the employer's work force or 5% of an employer's work force shift taking school conference or activity leave at the same time.

DATED: March 15, 2010

Community Relations

Exhibit - Verification of School Visitation

To be completed by the parent/guardian and signed by the Principal. Please print.

This document serves to verify that the named parent/guardian attended a school conference or classroom activity for his or her child held on the date and time indicated below.

Student

Conference or classroom activity

Parent/Guardian name

Date/time of conference/classroom activity

Parent/Guardian signature

Principal signature

Date

DATED: March 15, 2010