



MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6
REGULAR BOARD OF EDUCATION MEETING
AUGUST 24, 2020
6:00 PM (closed session)
6:30 PM (open session)

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. CLOSED SESSION-FOR THE PURPOSE OF DISCUSSING THE EMPLOYMENT AND COMPENSATION OF A SPECIFIC EMPLOYEE AND MATTERS RELATING TO A SPECIFIC STUDENT
- IV. APPROVAL OF AGENDA-ACTION ITEM
 - A. *The motion is that the Board of Education approves the agenda as presented.*
- V. APPROVAL OF PREVIOUS MINUTES-ACTION ITEM
 - A. *The motion is that the Board of Education approves the minutes of the regular Board of Education meeting from July 27, 2020.*
- VI. CONSENT AGENDA
 - A. DISTRICT BILLS AS OF August 24, 2020.
 - B. BUILDING ACTIVITY REPORTS
 - C. NON-CERTIFIED PERSONNEL RECOMMENDATIONS
 1. Hires:
 2. Resignations:
- VII. COMMUNICATION/PUBLIC COMMENTS
- VIII. GOOD NEWS FROM AROUND THE DISTRICT
- IX. PUBLIC FORUM
- X. REPORTS
 - A. FINANCE/FACILITY
 - B. TECHNOLOGY REPORT
- XI. OLD BUSINESS
 - A. BOARD POLICY UPDATES-ACTION ITEM
 1. *The motion is that the Board of Education approves the policy updates as presented.*
- XII. NEW BUSINESS
 - A. FY'21 PRELIMINARY BUDGET-DISCUSSION ITEM
 - B. EXTRACURRICULAR STIPENDS-DISCUSSION ITEM
 - C. EXTENDED ABSENCE REQUEST-ACTION ITEM
 1. *The motion is that the Board of Education approves the pre-arranged absence request of student #2981195927*
 - D. DISTRICT ACCELERATED PROGRAM-DISCUSSION ITEM
 - E. EXTRA SERVICE PERSONNEL SALARY SCHEDULE-DISCUSSION ITEM
 - F. BOARD POLICY (FIRST READING)-DISCUSSION ITEM

G. RC SMITH CONTRACT-**DISCUSSION** ITEM

H. IDPH GUIDELINES-**DISCUSSION** ITEM

I. SEPTEMBER BOARD MEETING DATES-**DISCUSSION** ITEM

J. DISTRICT BANDWIDTH INCREASE-ACTION ITEM

1. *The motion is that the Board of Education approves the contract with NIU.net for additional bandwidth for the Morrison School District as presented.*

K. CERTIFIED STAFFING-ACTION ITEM

1. *The motion is that the Board of Education approves the employment contract with Lori Gettes to serve as guidance counselor at Southside Elementary School.*
2. *The motion is that the Board of Education approves the employment contract with Carla Connelly to serve as Speech Pathologist at Morrison Junior High and Morrison High School.*

XIII. ADJOURNMENT

RECORD OF MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6
July 27, 2020

Reports

Finance/Facility Report — Finance reports are included in the packet. Facility work is continuing, will talk about Southside playground later in the meeting

Technology Report – Mr. Shaffer stated that the Fiber lines are being dug for the updates to the schools. The school has ordered a camera system that normally costs \$7,000, the company is offering 2 free cameras for the cost of installation only, which is \$2,500. The Athletic Boosters will front the school the \$2,500 which will be reimbursed within the next couple years as the NFHS system is used to watch games in the HS gym and Football field remotely since at this time there will be limited access to seating due to COVID-19.

DISCUSSION ITEMS

DISTRICT REOPENING PLAN

Mr. Vance updated the Board on what the beginning of school may look like as of the current guidelines. Parents would have 2 options – Option A – in person learning with Group A attending on Monday & Thursday and Group B attending on Tuesday and Friday. All students would be remote learning on Wednesday. Students will wear masks with breaks given throughout the day. Option B – Remote option. All students will have access to teachers multiple times during each week. Parents will be required to choose which option their student will be doing for the first quarter (9 weeks) of school. Students who start out as “in person” would be allowed to switch to remote learning, but those that choose “remote learning” would not be allowed to choose to attend “in person” until after the 9 weeks is up. Students needing lunches for none attendance days will have their lunch sent home on the attendance day prior to the remote day. Teachers will probably not be given the option to “remote teach” unless they meet certain criteria. Special Ed students will be given the option to come every day. There has been no final decision made by IHSA on what the fall sports season will look like. They are to have a meeting on July 29th to announce their recommendation. Mr. Vance thanked the committee members (staff, principals, etc) for all the extra time put in to get things organized, stating it's not a perfect plan but it's the best scenario for us at this time.

BOARD POLICY UPDATES (SECOND READING)

Mr. Vance informed the Board that the changes in the Policy updates are mainly “wording” changes.

SOUTHSIDE PLAYGROUND

Mr. Vance said the playground area has been looked at and they are looking to get the playground area laid out and put together later this fall.

NORTHSIDE PARKING

Mr. Vance said the area to the north of Northside School that the City of Morrison is giving the District should create 21 additional parking spots which is much needed.

2020-2021 BOARD MEETING CALENDAR

Mr. Vance presented the Board meeting calendar for the upcoming year. He asked the Board if anyone had an issue with moving the meeting to the 3rd Monday of the month. This will allow checks to be mailed earlier so the following months invoices won't show a prior month balance, it will make reconciling easier since most checks will have been cleared at the bank and it will also not conflict with other meetings held in town on the 4th Monday.

RECORD OF MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6
July 27, 2020

A regular meeting of the Board of Education of Morrison Community Unit School District #6, County of Whiteside, State of Illinois, was duly called and held at 6:32 PM via an in person and Zoom teleconference due to COVID-19 on July 27, 2020.

On roll call, the following were present: Gus Linke, Terri Wilkens, Jim Ridley, Wolfgang Schmidt and Cathleen Vegter. Also present were Superintendent Scott Vance, Recording Secretary LuAnn Wieneke, Andy Harridge (NS Principal), Jeremy Keesee (SS Principal), Joe Robbins (JH Principal), Cory Bielema (HS Principal), Duane Shaffer (IT Director), Connie Royer (MEA/teacher), Andrea Wolever (teacher) and Savanna Miska (teacher).

APPROVAL OF AGENDA

President Cathleen Vegter asked for changes to the agenda. The motion is to approve the Agenda with the addition of the items listed:

Consent Agenda addition of -- VI –C – Resignation of Rachael Kramoski (cafeteria worker MHS).

New Business addition of – XII – C(3) – The motion is that the Board of Education accepts the resignation of Heather Waninger as a full time Business Education teacher at the Junior High School effective immediately. And XII – D – 2020-2021 Board Meeting Calendar.

Motion: Ridley; Second: Wilkens

Ayes: Five; Nays: None. Motion carried.

APPROVAL OF MINUTES

President Cathleen Vegter called for any changes or corrections to the minutes of the last regular Board meeting held June 22, 2020.

Motion: Linke; Second: Wilkens; To approve the minutes of the last regular Board meeting held June 22, 2020.

Ayes: Five; Nays: None; Motion Carried.

CONSENT AGENDA

Motion: Wilkens; Second: Linke; To approve the consent Agenda including District bills for payment as of July 27, 2020 and the hire of Tom Drosopoulos as Head Volleyball Coach at MHS and Assistant Baseball coach at MHS, resignation of Jesse Kennedy as Assistant Wrestling Coach MHS, Rachael Kramoski as Cafeteria worker at MHS and Stephanie Shelton as a Study Hall supervisor at MJHS.

On roll call voting Aye – Schmidt, Ridley, Linke, Wilkens and Vegter. Nay – None; Motion carried.

COMMUNICATIONS/PUBLIC COMMENTS

None

Public Forum

None

Good News from Around the District

- NORTHSIDE ELEMENTARY- Andy Harridge (Principal)
- SOUTHSIDE ELEMENTARY- Jeremy Keesee (Principal)
- MORRISON JUNIOR HIGH- Joe Robbins (Principal)
- MORRISON HIGH SCHOOL – Cory Bielema (Principal)

ACTION ITEMS

2020-2021 MHS HANDBOOK

Motion: Ridley; Second: Wilkens

The motion is that the Board of Education approves the MHS 2020-2021 Student Handbook as presented.

Ayes: Five; Nays: None. Motion carried.

CHEER AND PONS UNIFORM REQUEST

Motion: Linke; Second: Wilkens

The motion is that the Board of Education approve the Cheer and Pons uniform request as presented.

Ayes: Five; Nays: None. Motion carried.

CHROMEBOOK RELEASE FOR SALE

Motion: Ridley; Second: Wilkens

The motion is that the Board of Education approves the release of used Chromebooks for release as presented.

Ayes: Five; Nays: None. Motion carried.

IPAD CART RELEASE

Motion: Linke; Second: Schmidt

The motion is that the Board of Education approves the release of the used Ipad carts as presented.

Ayes: Five; Nays: None. Motion carried

CERTIFIED STAFFING

Motion: Linke; Second: Wilkens

~~The motion is that the Board of Education approves the hiring of Tom Drosopoulos as a certified Math teacher at Morrison High School at the MA (12) step for the 2020-2021 school year.

~~The motion is that the Board of Education approves the hiring of Amber Blumhoff as a certified Second Grade teacher at Northside Elementary at the BA (2) step for the 2020-2021 school year.

~~The motion is that the Board of Education accepts the resignation of Heather Waninger as a full time Business Education at Morrison Junior High School effectively immediately.

On roll call voting Aye – Schmidt, Ridley, Linke, Wilkens and Vegter. Nay – None; Motion carried

OTHER BUSINESS

ADJOURN MEETING

7: 04 P.M.

Motion: Linke; Second: Wilkens; The motion to adjourn the meeting.

Ayes: Five; Nays: None. Motion carried.

(President) _____

(Secretary) _____ Date Approved _____

Good News From Around the District

Northside:

- The first day of school couldn't have gone any better than it did. Thanks to the staff, students, and parents for all of their hard work.

Southside:

- Southside did not have to send any students home because of COVID like symptoms our first two days.
- Shadow Tag and running races are on the popular list of activities the kids are attempting at recess.
- Southside was able to successfully get through our basic training of expectations and procedures in new and COVID fashion. Teachers developed committees and worked very hard at creating posters, signs, floor labels, and a powerpoint presentation for teachers to use in the classroom to cover our basic training.

Morrison Junior High:

Morrison High School:

- Morrison High School's Scholastic Bowl team achieved a second-place finish in the 2019-20 Stateline Quiz Bowl championship match at the Nordlof Center in Rockford on Friday, July 10. Morrison's team, which won its matches against Guilford High School (180-130), Winnebago High School (280-200), and Stillman Valley High School (240-150) earlier in the season, was one of only four teams (among 32) to reach the final rounds of the 2019-20 season. Durand High School, Belvidere High School, and Auburn High School (Rockford) also advanced to the "Final Four" through their victories throughout the season.
- Morrison High School alumni Griffin Vos, Hannah Stralow, and Kara Saville, along with current students Lorilee Hutson and Aaron Freeman, represented Morrison during the event. In its first match of the in the morning, Morrison defeated Durand High School in a close, competitive match by a score of 230-220. Through its victory in the first round, Morrison advanced to the championship match against Auburn. Following a clean sweep of the questions in the economics terms category and fast, accurate answers in in the fourth round, Auburn ultimately prevailed by a score of 420-160.
- Morrison's second-place finish represents its strongest performance to date in the Stateline Quiz Bowl. In 2018, the team lost its match against Pecatonica High School by a score of 190-170, which ended the team's participation in the tournament for the 2018-19 season. With strong performances from its three seniors (Vos, Saville, and Stralow) this year, however, Morrison held its ground against competitive teams.
- Vos, Saville, Stralow, Freeman, and Hutson each received a \$500 scholarship from Nexstar Media Group, the parent company of WTVO-TV in Rockford. The team also received a trophy to recognize its second-place finish.

2020 Projects

1. Auditorium lights/change all	Done
2 Paint goal post	Done
3. Replace roof at SS.	Done
4. Trim bushes/ trees	Done
5.Clean behind Quonset hut	Done
6.Trim Junior High	Done
7.Clean basement boiler room area	Done
8.Take down batting cage in gym	Done
9. Pickup True Value supplies	Done
10. Deliver salt	Done

District;

1. SS playground?	Process/bidding
2. SS benches	process
3. NS playground	
4. NS new parking area	process/bid
5. Replace parking lot lights at HS/ LED	Done
6. Paint stadium overhang	
7. Outside lights at SS/front	Done

ISSUE 103
March 2020

Update Memo

Please distribute to board members and appropriate staff.

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Online Instructions

Please follow these three easy steps to log in to **PRESS**:

- Go to www.iasb.com and click on the yellow **Member Login** button.

- Log in using your email address and password.
 - If you do not know your password, do not create a new account; reset your password using your district email address.
 - If you are still having difficulty logging in, please contact your District's Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
 - If you continue to have difficulty logging in to www.iasb.com, please contact Kat Barone at kbarone@iasb.com.
- Under **My Account Links**, click on **PRESS Login**.

PRESS

Policy Reference Education Subscription Service

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Kimberly Small, IASB General Counsel and PRESS Editor, 630/629-3776, ext. 1226; Maryam Brotine, Assistant General Counsel and Assistant PRESS Editor, 630/629-3776, ext. 1219; or Debra Jacobson, Assistant General Counsel and Assistant PRESS Editor, 630/629-3776, ext. 1211.

Please share this **PRESS** Update Memo with all board members and appropriate staff.

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

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

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

PRESS Bundles

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

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

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

Have feedback on PRESS materials?

Click on the **PRESS** Feedback Button, located on the header bar of **PRESS Online**. For answers to more immediate questions about **PRESS** content, please contact a **PRESS** editor directly.



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Veto Session Updates

In November 2019, the Illinois General Assembly returned to Springfield for the Fall Veto Session to consider a mix of veto overrides, new proposals, and unfinished business from the spring. What resulted were three major pieces of legislation that impact school boards and the **PRM**.

First, the Cannabis Regulation and Tax Act (CRTA), 410 ILCS 705/, was amended by P.A. 101-593, a trailer bill related to the legalization of recreational cannabis, to clarify workplace drug testing and other issues, including protections for Illinois employers' drug testing policies. It clarifies that the CRTA allows employers to maintain zero-tolerance drug-free workplace policies (there was concern because the Right to Privacy in the Workplace Act prohibits employers from disciplining employees for their use of *lawful products* off-the-clock). It also clarifies that employers may do reasonable and nondiscriminatory pre- and post-hiring and random drug tests for cannabis.

Second, Illinois provided a pro-labor response to the United States Supreme Court's June 2018 *Janus* decision (finding that public employees cannot be compelled to pay *fair share* union dues) with legislation amending the following statutes:

1. The Ill. Educational Labor Relations Act (IELRA), 115 ILCS 5/, amended by P.A. 101-620, (a) expands union access to employees during the work day, (b) requires employers to establish email policies in an effort to prohibit the use of its email system by outside sources, (c) prohibits districts from disclosing certain personal information of employees, and (d) requires districts to provide unions notice of any third party requests for such information.
2. The Freedom of Information Act, 5 ILCS 140/7.5, amended by P.A. 101-620, specifically exempts from disclosure the types of employee information now prohibited from disclosure under the IELRA.

Third, 10 ILCS 5/7-42 and 10 ILCS 5/17-15, amended by P.A. 101-624, eff. 6-1-20, provide that beginning on the 15th day before a primary, general, or special election or on the day of any such election, any student who is eligible to vote is entitled to be absent for two hours during the school day to vote. Districts may specify the hours during which eligible students may be absent from their schools.

The following **PRESS** materials make up this important bundle:

- 5:50, Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition
- 5:120-AP1, Statement of Economic Interests for Employees
- 5:150, Personnel Records
- 5:280, Duties and Qualifications
- 6:235, Access to Electronic Networks
- 7:70, Attendance and Truancy
- 7:90, Release During School Hours
- 8:30, Visitors to and Conduct on School Property
- 8:110, Public Suggestions and Concerns

PRESS Terminology

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

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

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

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

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

It is important to remember that administrative procedures do not require formal board adoption and are not included in a board policy manual.

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

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

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

Grant Accountability & Transparency Act

As part of its grant oversight function, the Ill. State Board of Education (ISBE) plans to conduct field testing in the area of travel expenses under federal and State grants during the 2020-2021 school year. In anticipation of this monitoring activity, the **PRESS** Editors have collaborated with ISBE's Federal and State Monitoring Department to revise existing and develop new **PRESS** materials to ensure they reflect the policy and procedure requirements of the federal uniform guidance for grants and the Grant Accountability and Transparency Act (GATA). The **PRESS** Editors thank ISBE for its continuing collaboration on GATA-related issues.

The following **PRESS** materials are updated:

2:125, Board Member Compensation; Expenses
2:125-E1, Board Member Expense Reimbursement Form
- **REWRITTEN**
2:125-E2, Board Member Estimated Expense Approval Form - **REWRITTEN**
4:60-AP4, Federal and State Award Procurement Procedures
5:60, Expenses
5:60-AP, Federal and State Grant Travel Expense Procedures
- **NEW**
5:60-E1, Employee Expense Reimbursement Form
- **REWRITTEN**
5:60-E2, Employee Estimated Expense Approval Form
- **REWRITTEN**

Coordinating with Children's Advocacy Centers

As noted in **PRESS** Issue 102, a new School Code provision created by Public Act 101-531, 105 ILCS 5/22-85 (final citation pending), requires that districts within a county served by an accredited Children's Advocacy Center (CAC) coordinate with the CAC when an *alleged incident of sexual abuse* is reported to DCFS. Following consultation with the CAC, we have created new 5:90-AP, *Coordination with Children's Advocacy Center*, to assist districts with compliance. Districts

are encouraged to contact their local CAC to customize this procedure prior to implementation.

The following **PRESS** materials are included in this bundle:

2:150-AP, Superintendent Committees
5:90-AP, Coordination with Children's Advocacy Center
- **NEW**

Miscellaneous

The following **PRESS** materials are updated due to miscellaneous legislative, administrative rule, clean-up, and/or continuous review changes. These are also detailed in the **Revisions to Policies, Administrative Procedures, and Exhibits Table** in numerical order beginning on p. 5.

The following **PRESS** materials are included in this catch-all bundle:

5:35, Compliance with the Fair Labor Standards Act
5:35-AP1, Fair Labor Standards Act Exemptions
5:210, Resignations
6:135, Accelerated Placement Program
6:135-AP, Accelerated Placement Program Procedures
6:280, Grading and Promotion
7:190-E2, Student Handbook Checklist

Five-Year Review Updates

PRESS Editors have a quality assurance goal to ensure that each piece of the 1000+ page IASB **PRESS PRM** is reviewed at least every five years. The **PRM** contains approximately 175 policies and procedures. These are also detailed in the **Revisions to Policies, Administrative Procedures, and Exhibits Table** in numerical order beginning on p. 5.

The following **PRESS** materials are updated in response to five-year reviews:

2:160, Board Attorney
2:160-E, Checklist for Selecting a Board Attorney
- **REWRITTEN**
4:50, Payment Procedures
4:170-AP6, E1, School Staff AED Notification Letter
6:120-AP1, Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities

7:130, Student Rights and Responsibilities
7:325, Student Fundraising Activities
7:325-E, Application and Procedures to Involve Students in Fundraising Activities
8:10, Connection with the Community
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
8:80, Gifts to the District

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

Progress Report — The contents of this table frequently change.

Topics	Our Response
<p>Coronavirus COVID-19</p> <p>The Novel Coronavirus (COVID-19) outbreak in China has since spread throughout parts of the world, including the United States. The Centers for Disease Control and Prevention has guidelines on planning, preparing, and responding to COVID-19 for US Childcare Programs and K-12 Schools, found here: www.cdc.gov/coronavirus/2019-ncov/specific-groups/guidance-for-schools.html. The Ill. Dept. of Public Health also maintains a COVID-19 webpage, with a subpage dedicated to Schools Guidance, at: www.dph.illinois.gov/topics-services/diseases-and-conditions/diseases-a-z-list/coronavirus/schools-guidance.</p>	<p>Refer to PRESS policy 4:180, <i>Pandemic Preparedness</i>, and its administrative procedures.</p>
<p>Title IX Proposed Rules</p> <p>The U.S. Dept. of Education proposed revised regulations implementing Title IX of the Education Amendments Act of 1972 (Title IX) and accepted public comment on them through 1-31-19. Those comments are currently under review but there is no deadline by which the proposed regulations must be finalized.</p>	<p>No PRESS materials are affected at this time. We will monitor the situation and update materials when necessary.</p>
<p>Implementation Date Delayed for Amendments to 105 ILCS 5/14-8.02f(c)</p> <p>In August 2019, 105 ILCS 5/14-8.02f(c), amended by P.A. 101-515, required that no later than three (was five) days prior to an Individualized Education Program meeting, districts must provide parents/guardians with copies of all written material that will be considered during the meeting. During the veto session, 105 ILCS 5/14-8.02f(c), amended by P.A. 101-598, delayed the implementation date to 7-1-20.</p>	<p>No PRESS materials are affected. Ill. Council of School Attorneys <i>Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> (Revised May 2015, published by ICOSA) will be updated mid-2020.</p>
<p>Updated Asthma Medication Rules</p> <p>105 ILCS 5/22-33, amended by P.A. 100-726, made changes that permit schools to establish a policy providing for the stocking and use of undesignated asthma medication. ISBE responded by updating the rules governing undesignated medications at 23 Ill.Admin.Code §1.540. See 44 Ill. Reg. 1929.</p>	<p>No PRESS materials are affected.</p>
<p>Time Out/Seclusion/Restraint</p> <p>In November 2019, ISBE issued emergency rules prohibiting the use of isolated time out and physical restraint. In December 2019, ISBE amended the emergency rules to allow the limited use of supine physical restraint. In February 2020, ISBE again amended the emergency rules to allow the limited use of isolated time out. The Special Education Committee of the Ill. Council of School Attorneys collaborated with ISBE on guidance regarding the emergency rules, at: www.isbe.net/Documents/Guidance-FAQs-Time-out-Restraint.pdf.</p> <p>Permanent rules governing the use of time out, isolated time out, and restraint are pending via the administrative rulemaking process, and numerous bills related to time out, seclusion, and restraint are being considered by the General Assembly.</p>	<p>No PRESS materials are affected at this time. We will monitor the situation, collaborate with ISBE, and update materials when necessary.</p>

Progress Report — *continued*

Topics	Our Response
<p>Transgender Task Force Report</p> <p>On 1-10-20, the Affirming and Inclusive Schools Task Force delivered a report to the Governor detailing recommended procedures and best practices for K-12 schools to support transgender, nonbinary, and gender nonconforming students. The report is available online at: www2.illinois.gov/ISNews/21019-Affirming_and_Inclusive_Schools_Task_Force_Report.pdf. ISBE non-regulatory guidance documents and resources are available here: www.isbe.net/supportallstudents.</p>	<p>No PRESS materials are affected at this time; please see footnote two of PRESS policy 7:10, <i>Equal Educational Opportunities</i>, for more information specific to this topic. We will monitor the situation, collaborate with ISBE, and update materials if necessary.</p>

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions	<input checked="" type="checkbox"/>
2:125, Board Member Compensation; Expenses	The policy, Legal References, and footnotes are updated in response to the Grant Accountability and Transparency Act (GATA), 30 ILCS 708/, and in anticipation of grant monitoring activity by the Ill. State Board of Education (ISBE) during the 2020-21 school year. A new subhead, Additional Requirements for Travel Expenses Charged to Federal and State Grants , is added. Continuous improvement updates and minor style changes are also made to the policy and footnotes.	<input type="checkbox"/>
2:125-E1, Board Member Expense Reimbursement Form	REWRITTEN. The exhibit is updated for the reasons discussed in 2:125, <i>Board Member Compensation; Expenses</i> , above.	<input type="checkbox"/>
2:125-E2, Board Member Estimated Expense Approval Form	REWRITTEN. The exhibit is updated for the reasons discussed in 2:125, <i>Board Member Compensation; Expenses</i> , above.	<input type="checkbox"/>
2:150-AP, Superintendent Committees	The procedure is updated to facilitate implementation of 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-531, for the reasons discussed below in 5:90-AP, <i>Coordination with Children's Advocacy Center</i> .	<input type="checkbox"/>
2:160, Board Attorney	The policy and footnotes are updated in response to a five-year review and PRESS Advisory Board (PAB) feedback.	<input type="checkbox"/>
2:160-E, Checklist for Selecting a Board Attorney	REWRITTEN. The exhibit is updated for the reasons discussed in 2:160, <i>Board Attorney</i> , above.	<input type="checkbox"/>
4:50, Payment Procedures	The policy is unchanged. A footnote is updated in response to a five-year review.	<input type="checkbox"/>
4:60-AP4, Federal and State Award Procurement Procedures	The procedure is updated in response to GATA and federal procurement regulations that address the purchase of recovered (recycled) materials. Minor style changes are also made to the procedure.	<input type="checkbox"/>
4:170-AP6, E1, School Staff AED Notification Letter	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
5:35, Compliance with the Fair Labor Standards Act	<p>The policy is updated with minor style changes to align policy titles in the PRM. The footnotes are updated in response to:</p> <ol style="list-style-type: none"> 29 C.F.R. Part 541, amended at 84 Fed.Reg. 51230, raising the salary threshold for non-exempt employees under the Fair Labor Standards Act. Continuous improvement updates. 	<input type="checkbox"/>

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

5:35-AP1, Fair Labor Standards Act Exemptions	The procedure is updated for the reasons discussed in 5:35, <i>Compliance with the Fair Labor Standards Act</i> , above.	<input type="checkbox"/>
5:50, Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition	The policy is unchanged. Footnotes seven and nine are updated in response to the Cannabis Regulation and Tax Act (CRTA), 410 ILCS 705/10-35(a)(8), amended by P.A. 101-593. The law clarified several cannabis-legalization concerns that Illinois employers had, including discipline parameters for on and off-duty law enforcement officers. Footnote seven contains directions for boards that employ school resources officers (SROs) (as opposed to entering into contracts with local law enforcement agencies for SRO services) to consult their board attorneys regarding specific policy text that pertains to discipline of the SROs that the board employs. Other additions to the footnotes included reference to the Ill. Vehicle Code's legal presumptions for when an individual is under the influence of tetrahydrocannabinol (THC). See 635 ILCS 5/11-501.2(b-5).	<input type="checkbox"/>
5:60, Expenses	The policy, Legal References, and footnotes are updated for the reasons discussed in 2:125, <i>Board Member Compensation; Expenses</i> , above.	<input type="checkbox"/>
5:60-AP, Federal and State Grant Travel Expense Procedures	NEW. The procedure is created for the reasons discussed in 2:125, <i>Board Member Compensation; Expenses</i> , above.	<input type="checkbox"/>
5:60-E1, Employee Expense Reimbursement Form	REWRITTEN. The exhibit is updated for the reasons discussed in 2:125, <i>Board Member Compensation; Expenses</i> , above.	<input type="checkbox"/>
5:60-E2, Employee Estimated Expense Approval Form	REWRITTEN. The exhibit is updated for the reasons discussed in 2:125, <i>Board Member Compensation; Expenses</i> , above.	<input type="checkbox"/>
5:90-AP, Coordination with Children's Advocacy Center	NEW. The procedure is created to facilitate implementation of 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-531, which requires districts within a county served by an accredited Children's Advocacy Center (CAC) to coordinate with the CAC when investigating an <i>alleged incident of sexual abuse</i> .	<input type="checkbox"/>
5:120-AP1, Statement of Economic Interests for Employees	The procedure is updated and its footnote deleted in response to 5 ILCS 420/4A-106.5, amended by P.A. 101-617, restoring February 1st as the annual date by which districts must provide to the county clerk a certified list of employees required to file a statement of economic interest. Minor style changes are also made to the procedure.	<input type="checkbox"/>
5:150, Personnel Records	The Legal References are updated. The footnotes are updated in response to the Freedom of Information Act, 5 ILCS 140/7.5(oo), added by P.A. 101-620 (final citation pending), exempting from disclosure specific types of personal information about employees that the Ill. Educational Labor Relations Act (IELRA), 115 ILCS 5/3(d), added by P.A. 101-620, now prohibits from being disclosed to third parties. A Cross Reference is also updated.	<input type="checkbox"/>
5:210, Resignations	The policy is unchanged. Footnote two is updated in response to 105 ILCS 5/24-14, amended by P.A. 101-531, and ISBE non-regulatory guidance on the application of 105 ILCS 5/24-14 to teacher resignations.	<input type="checkbox"/>
5:280, Duties and Qualifications	The Legal References and footnotes are updated in response to amended ISBE rules governing educator licensure and for continuous improvement.	<input type="checkbox"/>
6:120-AP1, Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities	The procedure is updated in response to a five-year review.	<input type="checkbox"/>

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

6:135, Accelerated Placement Program	The Legal References and footnotes are updated for continuous improvement and in response to amended ISBE rules implementing the Accelerated Placement Act, 105 ILCS 5/14A.	<input type="checkbox"/>
6:135-AP, Accelerated Placement Program Procedures	The procedure and footnotes are updated for the reasons discussed above in 6:135, <i>Accelerated Placement Program</i> , above.	<input type="checkbox"/>
6:235, Access to Electronic Networks	The policy is unchanged. The footnotes are updated for the reasons discussed in 8:110, <i>Public Suggestions and Concerns</i> , below.	<input type="checkbox"/>
6:280, Grading and Promotion	The policy and footnotes are updated in response to the ISBE discontinuing the <i>Partnership for Assessment of Readiness for College and Careers</i> (PARCC) as the State assessment and accountability measure back in 2019.	<input type="checkbox"/>
7:70, Attendance and Truancy	<p>The policy and Cross References are updated in response to the following laws:</p> <ol style="list-style-type: none"> 1. 105 ILCS 5/26-2a, amended by P.A. 100-810, which amended valid causes for absences to include a student's <u>mental, emotional, or physical</u> health or <u>safety</u>; and 2. The Election Code, 10 ILCS 5/7-42 and 5/17-15, amended by P.A. 101-624, eff. 6-1-20, which created a valid cause for absence that applies to students who are eligible to vote. <p>Other continuous improvement updates were made throughout the footnotes.</p>	<input type="checkbox"/>
7:90, Release During School Hours	The policy, Legal References, and footnotes are updated in response to the Election Code, 10 ILCS 5/7-42 and 5/17-15, amended by P.A. 101-624, eff. 6-1-20. The policy contains an optional subhead entitled Voting for unit and high school districts that addresses the release of students who are eligible to vote.	<input type="checkbox"/>
7:130, Student Rights and Responsibilities	The policy is unchanged. The footnotes are updated in response to U.S. Dept. of Education guidance on constitutionally protected prayer in public schools, and with minor continuous improvement changes after a five-year review.	<input type="checkbox"/>
7:190-E2, Student Handbook Checklist	The exhibit and footnotes are updated in response to numerous legislative amendments regarding required and recommended notices to students and parents/guardians and for continuous improvement.	<input type="checkbox"/>
7:325, Student Fundraising Activities	The policy is unchanged. Minor five-year review and continuous improvement updates are made to the footnotes.	<input type="checkbox"/>
7:325-E, Application and Procedures to Involve Students in Fundraising Activities	The exhibit is updated with minor continuous improvement changes after a five-year review.	<input type="checkbox"/>
8:10, Connection with the Community	The policy and footnotes are updated in response to a five-year review. Minor changes are made to align with present-day social medial platform usage patterns along with other changes for continuous improvement.	<input type="checkbox"/>
8:30, Visitors to and Conduct on School Property	The policy, Legal References, and footnotes are updated in response to the IELRA, 115 ILCS 5/3(c), added by P.A. 101-620, requiring districts to allow union representatives to meet with employees during the work day, without loss of pay or leave time, for certain reasons. Other continuous improvement updates are also made to the footnotes.	<input type="checkbox"/>

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

8:30-E1, Letter to Parent Regarding Visits to School by Child Sex Offenders	The exhibit is updated with minor continuous improvement changes after a five-year review.	<input type="checkbox"/>
8:30-E2, Child Sex Offender's Request for Permission to Visit School Property	The exhibit is updated with minor continuous improvement changes after a five-year review.	<input type="checkbox"/>
8:80, Gifts to the District	The policy is unchanged. The footnotes are updated in response to a five-year review.	<input type="checkbox"/>
8:110, Public Suggestions and Concerns	<p>The policy, Legal References, footnotes, and Cross References are updated in response to:</p> <ol style="list-style-type: none"> 1. Ill. Educational Labor Relations Act (IELRA), 115 ILCS 5/14(c-5), added by P.A. 101-620, requiring districts to establish email policies in an effort to prohibit thwe use of their email systems by third parties. 2. Continuous improvement and minor style updates. 	<input type="checkbox"/>

PRESS Issue 103 Trivia

122 PRM pages • 227 footnotes • 28,668 words • 39 PRM materials



The IASB Office of General Counsel's mission is to honestly, professionally, and credibly protect and preserve IASB through legal risk management and compliance services for the IASB Board of Directors and staff; promote best practices to IASB members; create educational products and services; and maintain strong, collaborative relationships with the public education community.



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The Policy Reference Education Subscription Service (PRESS) Advisory Board consists of a group of distinguished individuals, from the legal and education field. These individuals dedicate and volunteer their time to provide valuable input and suggestions on PRESS Issues. We appreciate their contributions and thank them sincerely.

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Accelerated Placement Act

Public Act 100-0421

The mission of Morrison Community Unit School District #6 is to “provide challenging and engaging educational experiences to equip students with the critical skills that promote the intellectual, social, emotional, and physical growth needed to become highly successful and productive citizens”. The board of education believes that all students across the achievement spectrum should be challenged and supported to develop their potential. Subsequently, the accelerated program has been developed to meet the needs of students who need a higher level of instruction. This document will describe the types of acceleration as well as the process the district will use to evaluate students for possible accelerated placement.

Definition:

Accelerated placement is the placement of a student at the instructional level that best matches that student’s needs by allowing access to a curriculum that is usually reserved for children who are older or in higher grades than the student. Accelerated placement options must include, but need not be limited to, early entrance to kindergarten and first grade, individual subject acceleration, and whole-grade acceleration. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from accelerated placement. Eligibility for accelerated placement shall also be open to all students regardless of race, ethnicity, gender, religion, sexual orientation, disability, English language proficiency, or socioeconomic status.¹

Early Entrance to school: The main process of early entrance to school is to start kindergarten at a younger age; however, in some cases, it may be possible to skip kindergarten altogether and begin in first grade.

- **Early Entrance to Kindergarten** is the admission of a student to kindergarten for those children whose fifth birthday falls between September 2 and October 31, as documented by a certified copy of the birth certificate. The child demonstrates attention, gross and fine motor skills, cooperative play, and expressive and receptive language skills in the exceptional range.
- **Early Entrance to First Grade** is the admission of a student to first grade whose sixth birthday falls between September 2 and December 31, as documented by a certified copy of the birth certificate. Students who are younger than six upon starting first grade but were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.

Whole-grade acceleration (grade skipping).

Whole grade acceleration is the practice of assigning a student to a higher grade level than is typical given the student’s age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities. Examples include:

- A student who has completed first grade is placed in a third-grade classroom (rather than a second-grade classroom) on a full-time basis at the beginning of the next school year.
- A fifth-grade student completes the fall semester and is placed in the sixth grade at the start of the second semester of the same school year.²

Individual subject acceleration

Individual subject acceleration is the practice of assigning a student to specific content at a higher instructional level than is typical given the student's grade for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas. Examples include:

- Eighth-grade students beginning taught Algebra I by a high school math teacher
- Fifth-grade students going to the junior high school for reading acceleration
- High School students enrolled in a Dual Credit class with SVCC or MIT
- High School students taking an Advanced Placement Class

Acceleration requires high academic ability. Standardized test scores and teacher recommendations can lead to placement in an accelerated program. However, motivation and social-emotional maturity will be important factors to consider in the retention of such placement. Acceleration may not be appropriate for students with the following characteristics:

- Is adequately challenged by the curriculum at his/her grade level
- Lacks motivation
- Would be significantly less emotionally mature than typical students at the grade level to which he or she would be accelerated
- Has an older sibling in the same grade level to which the student may be accelerated

Referral Process

Any student in the district may be referred to the accelerated program by a teacher, administrator, counselor, school psychologist, or a parent or legal guardian. The principal (or designee) of each school shall ensure that all staff is aware of the procedures for referring students for evaluation purposes.

Forms for early entrance into Kindergarten or First Grade (Please print and give to the principal)

[Early Entrance to Kindergarten or First Grade Parent Request Form \(link\)](#)

[Parent Questionnaire for Early Entrance \(link\)](#)

[Pre-School Teacher Questionnaire \(link\)](#)

Forms for academic acceleration (Please print and give to the principal)

[Academic Screening Permission \(link\)](#)

[Academic Acceleration Referral Form \(link\)](#)

"EMPOWERING EVERY STUDENT TO POSITIVELY IMPACT AN EVER CHANGING WORLD"

Placement Measures

Once a student has been identified, the following appropriate placement measures will be used to determine if placement in an accelerated program is warranted:

Standardized Testing and Reporting System: STAR Assessments are short tests in math and reading that provide teachers with learning data.

Developmental Indicators for the Assessment of Learning: DIAL - 4 is designed for preschool and kindergarten testing motor, language, and conceptual skills, as well as self-help and social development.

Illinois Assessment of readiness for Grades 3 - 8: is a state-mandated test for students covering literacy and mathematics.

PSAT/SAT: a test administered to 9,10, or 11th-grade students used to measure college readiness.

ACCESS: an individual and group-administered assessment designed to measure academic English proficiency relative to state learning standards.

Parent/Guardian consent: parents will be asked to complete a questionnaire and consent form.

Teacher Recommendation: may be based on achievement on unit assessments, semester exams, performance pieces, or other relevant evaluations. In some cases, a checklist will be used.

Standards-Based report card: used in grades k - 5 measures the mastery of learning targets.

Interview: In some cases, a student may need to be interviewed by a qualified staff member to judge the willingness and maturity of the student to be placed in an accelerated option.

The above criteria will be evaluated by a Student Support Team consisting of the building principal, classroom teacher, specialized teacher, and school counselor or psychologist.

Once the student is placed in an accelerated program, reviews will be conducted occasionally to ensure the child is successful in the placement. If the child is unable to meet the standards, exhibits a great deal of anxiety or frustration, or cannot keep up with the pace or demands of the class, the parent will be notified and a more appropriate placement will be determined.

References;

1. <https://www.iagcgifted.org/resources/Documents/advocacy/Illinois%20Model%20Acceleration%20Policy.pdf>
2. [https://www.nagc.org/sites/default/files/key%20reports/Developing%20Academic%20%20%20%20Acceleration_10-23-18.pdf](https://www.nagc.org/sites/default/files/key%20reports/Developing%20Academic%20%20%20Acceleration_10-23-18.pdf)



MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6 EXTRA SERVICE PERSONNEL SALARY SCHEDULE 2020-2025

POSITION	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
CNA	\$11.00	\$12.00	\$13.00	\$14.00	\$15.00
Medical Assistant	\$12.50	\$13.50	\$14.00	\$14.50	\$15.50
LPN	\$15.50	\$16.00	\$16.50	\$17.00	\$17.50
RN	\$19.00	\$20.00	\$20.50	\$21.00	\$21.50
BSN	\$20.00	\$21.00	\$21.50	\$22.00	\$22.50
Classroom	\$11.00	\$12.00	\$13.00	\$14.00	\$15.00
Classroom with Bachelors +	\$11.50	\$12.50	\$13.50	\$14.50	\$15.50
Non-Classroom	\$11.00	\$12.00	\$13.00	\$14.00	\$15.00
Secretary	\$11.50	\$12.00	\$13.00	\$14.00	\$15.00
Office Manager	\$12.50	\$13.00	\$13.50	\$14.50	\$15.50
Head Custodian	\$15.25	\$15.25	\$15.25	\$15.25	\$15.75
Building Custodian	\$12.75	\$12.75	\$13.00	\$14.00	\$15.00
Cafeteria Supervisor	\$12.50	\$12.50	\$13.50	\$14.50	\$15.50
Server	\$11.00	\$12.00	\$13.00	\$14.00	\$15.00
Food Van Driver	\$11.00	\$12.00	\$13.00	\$14.00	\$15.00

- For the 2020-2021 school year current employees will receive their regular salary increase of \$.25 or \$.20 per hour depending on years of service.
- Employees will receive a second salary increase based on new statutory requirements for minimum wage. Employees making less than the mandated minimum wage will be placed at the new minimum wage. Employees making more than the minimum wage will be have their hourly wage increased by the amounts listed below:
 - 2020-2021: 4%
 - 2021-2022: 4%
 - 2022-2023: 4%
 - 2023-2024: 3%
 - 2024-2025: 3%
- Salary increases will be given every January 1st.

ISSUE 104
June 2020

Update Memo

Please distribute to board members and appropriate staff.

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Online Instructions

Please follow these three easy steps to log in to **PRESS**:

- Go to www.iasb.com and click on the yellow **Member Login** button.

- Log in using your email address and password.
 - If you do not know your password, do not create a new account; reset your password using your district email address.
 - If you are still having difficulty logging in, please contact your District's Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
 - If you continue to have difficulty logging in to www.iasb.com, please contact Kat Barone at kbarone@iasb.com.
 - Click the yellow "Hi [Your Name]," button.

- Under **My Account Links**, click on **PRESS Login**.

PRESS

Policy Reference Education Subscription Service

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Kimberly Small, IASB General Counsel and **PRESS** Editor, 630/629-3776, ext. 1226; Maryam Brotine, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1219; or Debra Jacobson, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1211.

Please share this **PRESS** Update Memo with all board members and appropriate staff.

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

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

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

PRESS Bundles

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

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

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

Have feedback on PRESS materials?

Click on the **PRESS** Feedback Button, located on the header bar of **PRESS Online**. For answers to more immediate questions about **PRESS** content, please contact a **PRESS** editor directly.



A policy service from the Illinois Association of School Boards
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2020 COVID-19 Pandemic Issues

The General Assembly, the Ill. State Board of Education (ISBE), Ill. Attorney General, and the U.S. Dept. of Education have taken a number of actions and/or issued guidance documents to address the ongoing COVID-19 pandemic as it affects public school operations and student learning. During the special Illinois legislative session held at the end of May, the legislature codified many of these actions and guidance documents.

The Education Omnibus bill, P.A. 101-643, codifies much of ISBE's actions and guidance, and it is intended to better prepare schools for the 2020-2021 school year so that they may open for learning in time for the start of the school year, even if it cannot be done in person.

During the abbreviated session, the General Assembly also codified the Governor's Executive Orders relaxing the in-person physical quorum requirement under the Open Meetings Act during a disaster declaration related to a public health emergency. See 105 ILCS 120/7, amended by P.A. 101-640.

In sum, while many of the actions taken by government during the pandemic have not been directly tied to policy or procedures, these new pieces of legislation and other agency directives directly impact the **PRM** and require updates.

The following **PRESS** materials are updated or created:

- 2:220, School Board Meeting Procedure
- 2:220-E9, Requirements for No Physical Presence of Quorum and Participation by Audio or Video During Disaster Declaration
- 4:180, Pandemic Preparedness; Management; and Recovery - **RENAMED**
- 4:180-AP3, Grant Flexibility; Payment of Employee Salaries During a Pandemic - **NEW** (pre-released on 5-18-20)
- 6:20-AP, Remote and/or Blended Remote Learning Day Plan(s) - **NEW**

Student Data Privacy

During the 101st General Assembly, sweeping amendments were made to the Student Online Personal Protection Act (SOPPA), 105 ILCS 85/, eff. 7-1-21, to regulate how school districts must handle online student data, specifically in the areas of transparency, contracting, security, breach notification, and parent access. While certain materials remain on hold pending implementing regulations to be issued by ISBE, a new sample policy, procedures, and related exhibits have been created to assist districts as they work toward implementation of these new requirements.

The following **PRESS** materials are created or updated for this important bundle:

PRESS Terminology

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

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

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

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

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

It is important to remember that administrative procedures do not require formal board adoption and are not included in a board policy manual.

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

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

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

7:190-E2, Student Handbook Checklist
 7:340, Student Records
 7:340, AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records
 7:345, Use of Educational Technologies; Student Data Privacy and Security - **NEW**

7:345-AP, Use of Educational Technologies; Student Data Privacy and Security - **NEW**
 7:345-AP, E1, Student Covered Information Reporting Form - **NEW**
 7:345-AP, E2, Student Data Privacy; Notice to Parents About Educational Technology Vendors - **NEW**
 7:345-AP, E3, Parent Notification Letter for Student Data Breach - **NEW**

Time Out and Physical Restraint

In late November 2019 and early 2020, in response to investigative journalism articles, ISBE issued emergency rules and subsequent amendments to those emergency rules that significantly limited the use of isolated time out and physical restraint. ISBE adopted permanent rules governing the use of isolated time out, time out, and physical restraint (permitted under limited circumstances and only

until 7-1-21), effective April 9, 2020.

The following **PRESS** materials are updated:

7:190, Student Behavior
 7:190-AP4, Use of Isolated Time Out, Time Out, and Physical Restraint - **RENAMED**

Five-Year Review Updates

PRESS Editors have a quality assurance goal to ensure that each piece of the 1000+ page IASB **PRESS PRM** is reviewed at least every five years. The **PRM** contains approximately 175 policies and procedures. These are also detailed in the **Revisions to Policies, Administrative Procedures, and Exhibits Table** in numerical order beginning on p. 5.

The following **PRESS** materials are updated in response to five-year reviews:

5:170-AP4, Designation of District Digital Millennium Copyright Act (DMCA) Agent; Registration Process

7:40, Nonpublic School Students, Including Parochial and Home-Schooled Students
 7:190-AP2, Student Handbook - Gang Activity Prohibited
 7:190-AP5, Student Handbook - Electronic Devices
 7:220-AP, Electronic Recordings on School Buses

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

PRESS Issue 104 Trivia

145 PRM pages • 228 footnotes • 32,677 words • 25 PRM materials

Progress Report — The contents of this table frequently change.

Topics	Our Response
<p>Title IX Final Rules</p> <p>In May the U.S. Dept. of Education (DOE) released final Title IX rules that, for the first time, impose required responses to reports of sexual harassment that impact a number of existing PRESS materials. Due to the 2020 COVID-19 pandemic, the DOE delayed the effective date until 8-14-20. There are 18 attorneys general, including Illinois', that have sued the DOE to block the final Title IX rules from becoming effective, but as of the date of PRESS Issue 104's publication, the effective date remains 8-14-20.</p>	<p>Unless the 8-14-20 effective date changes, we will update PRESS materials in PRESS Issue 105 and deliver them in early August 2020.</p>
<p>Federal School Safety Clearinghouse</p> <p>The U.S. Dept. of Education launched a new School Safety Clearinghouse website, www.schoolsafety.gov/, designed to serve as a "one-stop-shop" of resources for K-12 administrators, educators, parents, and law enforcement to use to prepare for and address various threats related to safety, security, and support in schools. The Clearinghouse has subsections addressing: bullying and cyberbullying; threat assessment and reporting; school security personnel; physical security; training, exercises, and drills; mental health; school climate; emergency planning; and recovery.</p>	<p>No PRESS materials are affected.</p>
<p>COBRA FAQ and Model Notices</p> <p>On May 1, 2020, the U.S. Dept. of Labor issued a revised model notice and FAQ for the Consolidated Omnibus Budget Reconciliation Act (COBRA), available at www.dol.gov/agencies/ebsa/laws-and-regulations/laws/cobra. The updated model notice now includes information about the interaction between COBRA and Medicare enrollment. Districts should update their COBRA notices to reflect these updates.</p>	<p>No PRESS materials are affected.</p>

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions	<input checked="" type="checkbox"/>
2:150-AP, Superintendent Committees	<p>The procedure and footnotes are updated to include two new, optional administrative committees in response to:</p> <ol style="list-style-type: none"> 105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-21 creating an optional Educational Technology Committee; and 105 ILCS 5/10-30, added by P.A. 101-643, creating a Remote and/or Blended Remote Learning Day Plan Committee. <p>This procedure will be amended again in PRESS Issue 105 in early August with the new Title IX regulation information.</p>	<input type="checkbox"/>
2:220, School Board Meeting Procedure	The policy, Legal References, Cross References, and footnotes are updated in response to amendments to the Open Meetings Act (OMA), 5 ILCS 120/7(e)(1)-(10), amended by P.A. 101-640. The amendments address board meetings in open or closed sessions by audio or video conference without the physical presence of a quorum as long as the board meets certain statutory conditions.	<input type="checkbox"/>
2:220-E9, Requirements for No Physical Presence of Quorum and Participation by Audio or Video During Disaster Declaration	NEW. The exhibit is created to assist boards with meeting the statutory requirements of the amendments to the Open Meetings Act (OMA), 5 ILCS 120/7(e)(1)-(10), amended by P.A. 101-640. Boards are encouraged to consult their attorneys for assistance with this exhibit.	<input type="checkbox"/>
4:180, Pandemic Preparedness; Management; and Recovery	<p>RENAMED. The policy, Legal References, Cross References, and footnotes are updated in response to the General Assembly, the Ill. State Board of Education (ISBE), Ill. Attorney General, and the U.S. Dept. of Education taking a number of actions and/or issuing guidance documents to address the ongoing COVID-19 pandemic as it affects public school operations and student learning. In addition to these general updates throughout the policy and footnotes, some specific new additions to the policy include:</p> <ol style="list-style-type: none"> The OMA amendments of 5 ILCS 120/7(e)(1)-(10), amended by P.A. 101-640 that are discussed above in 2:220, <i>School Board Meeting Procedure</i>; The requirements of the board related to 105 ILCS 5/10-30(3), added by P.A. 101-643 are added and are discussed further in 6:20-AP, <i>Remote and/or Blended Remote Learning Day Plan(s)</i>, below. The reasons explained directly below in 4:180-AP3, <i>Grant Flexibility; Payment of Employee Salaries During a Pandemic</i>. 	<input type="checkbox"/>
4:180-AP3, Grant Flexibility; Payment of Employee Salaries During a Pandemic	NEW. The procedure was pre-released to subscribers on 5-18-20 through PRESS Online. It is created in response to a memo issued by the federal Office of Management and Budget during the COVID-19 crisis. The memo temporarily allowed federal agencies (including the U.S. Dept. of Education) to relax certain requirements for grant expenditures, including permitting grant recipients to continue to charge employee salaries to grant funds when the activities of the grant have been suspended in whole or part due to COVID-19.	<input type="checkbox"/>
5:170-AP4, Designation of District Digital Millennium Copyright Act (DMCA) Agent; Registration Process	The procedure and Legal References are updated in response to a five-year review. The procedure details new steps to identify and register a Digital Millennium Copyright Act agent via the U.S. Copyright Office online registration system.	<input type="checkbox"/>

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

6:20-AP, Remote and/or Blended Remote Learning Day Plan(s)	<p>NEW. The procedure outlines the process required by 105 ILCS 5/10-30, added by P.A. 101-643, for a superintendent to either:</p> <ol style="list-style-type: none"> 1. Adapt an e-learning program into a remote and/or blended remote learning day plan(s), or 2. If the district does not have an e-learning program, create a remote and/or blended remote learning day plan(s). <p>It is important for boards to understand that this law will require the “[board] to adopt and the superintendent to approve” these plans upon the following statutory triggers: (1) the governor declaring a disaster pursuant to 20 ILCS 3305/, and (2) the state superintendent of education declaring a requirement for a school district, multiple school districts, a region, or the entire State.</p>	<input type="checkbox"/>
7:40, Nonpublic School Students, Including Parochial and Home-Schooled Students	The procedure is unchanged. The footnotes and Cross References are updated in response to a five-year review.	<input type="checkbox"/>
7:190, Student Behavior	The policy, Legal References, and footnotes are updated in response to new ISBE permanent rules governing the use of isolated time out, time out, and physical restraint. A new line at the end of the policy incorporates by reference 7:190-AP4, <i>Use of Isolated Time Out, Time Out, and Physical Restraint</i> .	<input type="checkbox"/>
7:190-AP2, Student Handbook - Gang Activity Prohibited	The procedure and footnotes are updated in response to a five-year review.	<input type="checkbox"/>
7:190-AP4, Use of Isolated Time out, <u>Time Out</u> , and Physical Restraint	RENAMED. The procedure is updated in response to new ISBE permanent rules governing the use of isolated time out, time out, and physical restraint.	<input type="checkbox"/>
7:190-AP5, Student Handbook - Electronic Devices	The procedure and footnotes are updated in response to a five-year review.	<input type="checkbox"/>
7:190-E2, Student Handbook Checklist	The exhibit is updated to facilitate implementation of 105 ILCS 85/28, amended by P.A. 101-516, eff. 7-1-21, which requires districts to provide a general annual notice to parents and guardians about student data collected by educational technology vendors.	<input type="checkbox"/>
7:220-AP, Electronic Recordings on School Buses	The procedure is unchanged. The footnotes are updated in response to a five-year review.	<input type="checkbox"/>
7:340, Student Records	<p>The policy, Legal References, footnotes, and Cross References are updated. The policy is updated with continuous improvement changes based on feedback from the Ill. Council of School Attorneys. The Legal References are updated to include reference to 105 ILCS 85/. New policy 7:345 <i>Use of Educational Technologies; Student Data Privacy and Security</i>, has been added to the Cross References. The footnotes are updated in response to:</p> <ol style="list-style-type: none"> 1. 105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-21. 2. U.S. Dept. of Education (DOE) guidance on the Family Educational Rights and Privacy Act (FERPA) and virtual learning. 3. Updated joint guidance issued by the DOE and U.S. Dept. of Health and Human Services on the application of FERPA and the Health Insurance Portability and Accountability Act of 1996 to student health records. 	<input type="checkbox"/>

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

7:340-AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records	The exhibit is updated in response to the DOE's updated annual FERPA notice, released in April 2020.	<input type="checkbox"/>
7:345, Use of Educational Technologies; Student Data Privacy and Security	NEW. The policy is created to facilitate implementation of 105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-21, which requires districts to take a number of actions to protect online student data and to share general information about how student data is used.	<input type="checkbox"/>
7:345-AP, Use of Educational Technologies; Student Data Privacy and Security	NEW. The procedure is created for the reason discussed in 7:345, <i>Use of Educational Technologies; Student Data Privacy and Security</i> , above.	<input type="checkbox"/>
7:345-AP, E1, Student Covered Information Reporting Form	NEW. The exhibit is created for the reason discussed in 7:345, <i>Use of Educational Technologies; Student Data Privacy and Security</i> , above.	<input type="checkbox"/>
7:345-AP, E2, Student Data Privacy; Notice to Parents About Educational Technology Vendors	NEW. The exhibit is created for the reason discussed in 7:345, <i>Use of Educational Technologies; Student Data Privacy and Security</i> , above.	<input type="checkbox"/>
7:345-AP, E3, Parent Notification Letter for Student Data Breach	NEW. The exhibit is created for the reason discussed in 7:345, <i>Use of Educational Technologies; Student Data Privacy and Security</i> , above.	<input type="checkbox"/>

Office of General Counsel

The IASB Office of General Counsel's mission is to honestly, professionally, and credibly protect and preserve IASB through legal risk management and compliance services for the IASB Board of Directors and staff; promote best practices to IASB members; create educational products and services; and maintain strong, collaborative relationships with the public education community.



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Acknowledgement to PRESS Advisory Board

The Policy Reference Education Subscription Service (PRESS) Advisory Board consists of a group of distinguished individuals, from the legal and education field. These individuals dedicate and volunteer their time to provide valuable input and suggestions on PRESS Issues. We appreciate their contributions and thank them sincerely.

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Special Acknowledgement to IASB Administrative Assistants

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ISSUE 105

August 2020

Update Memo



Please distribute to board members and appropriate staff.

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Online Instructions

Please follow these three easy steps to log in to **PRESS**:

1. Go to www.iasb.com and click on the yellow **Member Login** button.

2. Log in using your email address and password.
 - If you do not know your password, do not create a new account; reset your password using your district email address.
 - If you are still having difficulty logging in, please contact your District's Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
 - If you continue to have difficulty logging in to www.iasb.com, please contact Kat Berger at kberger@iasb.com.
 - Click the yellow "Hi [Your Name]," button.

3. Under **My Account Links**, click on **PRESS Login**.



PRESS

Policy Reference Education Subscription Service

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Kimberly Small, IASB General Counsel and **PRESS** Editor, 630/629-3776, ext. 1226; Maryam Brotine, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1219; or Debra Jacobson, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1211.

Please share this **PRESS** Update Memo with all board members and appropriate staff.

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

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

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

IASB Statement on Local School Board Equity Policies

In recent months, member school boards have contacted IASB to request that the Association provide the board with an Equity Policy.

While IASB staff can provide a board with sample policies related to diversity, equity, and inclusion, we believe that providing a policy template can actually be an impediment to boards of education conducting thoughtful, deep conversations around issues of race, diversity, equity, and inclusion.

IASB recognizes that everyone benefits when all students have access to the educational resources and rigor they need, in all times and circumstances. The pursuit of equity, opportunity, and excellence for every child starts with a deep conversation that IASB staff can assist with. The IASB workshop, *Equity: An Education Imperative*, is designed to support boards in this work and to pave the way for the development of a shared definition of "equity." Boards should also engage community stakeholders to inform them of the development of a local equity policy.

Have feedback on PRESS materials?

Click on the **PRESS** Feedback Button, located on the header bar of **PRESS Online**. For answers to more immediate questions about **PRESS** content, please contact a **PRESS** editor directly.

A policy service from the Illinois Association of School Boards
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School board members share a collective responsibility for determining the strategic priorities of the district that should also reflect a commitment to lead on issues of diversity, equity, and inclusion and for monitoring whether priorities are met.

IASB stands ready to assist school boards along the journey towards equity. Please reach out to your Field Services Director at any time, and also utilize resources on the [equity section of the IASB website](#).

PRESS Bundles

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

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the [Revisions to Policies, Administrative Procedures, and Exhibits](#) table beginning on p. 6.

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

Title IX Regulation Updates

In May the U.S. Dept. of Education (DOE) released final Title IX regulations at 34 C.F.R. Part 106. They define sexual harassment, require prompt responses to reports of sexual harassment in a district's education program or activity (regardless of whether the complainant files a *formal complaint*), and require districts to implement a detailed grievance process for *formal complaints* of Title IX sexual harassment.

Because Title IX sexual harassment can involve *any* person in the district's education programs or activities – including students, parents/guardians, employees, applicants for employment, and third parties – we created a **NEW** policy in Section 2 of the **PRM**, 2:265, *Title IX Sexual Harassment Grievance Procedure*. It has two administrative procedures and one exhibit.

Related changes are made to existing **PRM** materials, including policy 2:260, *Uniform Grievance Procedure*. It now explicitly directs any sexual harassment complaints involving Title IX to the **NEW** policy 2:265, *Title IX Sexual Harassment Grievance Procedure*. To ensure that districts funnel all potential Title IX sexual harassment reports to the **NEW** policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, the policies in Sections 5 and 7 of the **PRM** involving sexual harassment are similarly updated.

PRESS Terminology

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

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

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

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

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

It is important to remember that administrative procedures do not require formal board adoption and are not included in a board policy manual.

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

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

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

We created this new policy suite and updated various **PRM** materials to incorporate additional Title IX regulation requirements that require districts to:

1. Designate at least one employee as the “Title IX Coordinator;”
2. Notify all applicants for employment, students, parents/guardians, employees, and collective bargaining units of the district’s Title IX policy and contact information for the Title IX Coordinator, via the district’s website and its handbooks;
3. Train individuals designated as Title IX Coordinator(s), investigators, decision-makers, and informal resolution facilitators on the definition of sexual harassment, the scope of the district’s education program or activity, how to conduct an investigation and grievance process, and how to serve impartially;
4. Train individuals designated as investigators on issues of relevance so they can create an investigative report that fairly summarizes relevant evidence;
5. Train individuals designated as decision-makers on issues of relevance of questions and evidence, including when questions/evidence about sexual predisposition or prior sexual behavior are not relevant; and
6. Post, on the district’s website, training materials for any individuals designated as Title IX Coordinator(s), investigators, decision-makers, and informal resolution facilitators.

The final Title IX regulations are eff. 8-14-20; however their complexity and scope means that districts are unlikely to finalize policies until after the effective date. It is important for school officials to discuss Title IX requirements with their board attorneys, to ensure full implementation and to reduce risks based on Title IX’s intersection with local and State laws and regulations.

The following **PRESS** materials are created or updated for this important bundle:

The **PRESS** editors extend their gratitude to the following attorneys for their expert feedback on many pieces of **PRESS** material on Title IX regulation updates:

Emily P. Bothfeld, Robbins Schwartz; **Amy K. Dickerson**, Franczek, P.C.; **Maureen Anichini Lemon**, Ottosen DiNolfo Hasenbalg & Castaldo, Ltd.; **Jennifer Mueller Rosenberg**, Hodges, Loizzi, Eisenhammer, Rodick & Kohn, LLP; and **Jacqueline Gharapour Wernz**, Franczek, P.C.

2:150-AP, Superintendent Committees
 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records
 2:260, Uniform Grievance Procedure
 2:260-AP2, Nondiscrimination Coordinator and Complaint Manager
 2:265, Title IX Sexual Harassment Grievance Procedure - **NEW**
 2:265-AP1, Title IX Sexual Harassment Response - **NEW**
 2:265-AP2, Formal Title IX Sexual Harassment Complaint Grievance Process - **NEW**
 2:265-E, Title IX Sexual Harassment Glossary of Terms - **NEW**
 5:10, Equal Employment Opportunity and Minority Recruitment
 5:20, Workplace Harassment Prohibited
 5:90-AP, Coordination with Children’s Advocacy Center
 5:100, Staff Development Program
 7:10, Equal Educational Opportunities
 7:10-AP1, Accommodating Transgender Students or Gender Non-Conforming Students
 7:20, Harassment of Students Prohibited
 7:20-AP, Harassment of Students Prohibited
 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment
 7:185, Teen Dating Violence Prohibited
 7:190-E2, Student Handbook Checklist

Legislative Updates

During the 101st General Assembly, P.A. 101-643 codified many of the provisions previously contained in Executive Orders issued by Governor Pritzker along with several provisions in guidance documents and emergency rules that were promulgated by the Ill. State Board of Education (ISBE) during Illinois’ response to the 2020 COVID-19 pandemic. In addition, P.A. 101-642 made numerous changes in the Election Code including designating Nov. 3, 2020 as *2020 Election Day* and requiring schools to close.

The following **PRESS** materials are amended:

5:200, Terms and Conditions of Employment and Dismissal
 5:220, Substitute Teachers
 5:330, Sick Days, Vacation, Holidays, and Leaves

Support and Inclusion of Transgender Students Guidance

In 2019, the Governor issued Executive Order 2019-11, which established the Affirming and Inclusive School Task Force (Task Force) to identify strategies and best practices for transgender, non-binary, and gender non-conforming students. In March 2020, following the Task Force's delivery of its report to the Governor, ISBE released non-regulatory guidance and a sample policy and procedures document that reflect the recommendations of the Task Force.

The following **PRESS** materials are amended:

- 7:10, Equal Educational Opportunities
- 7:10-AP1, Accommodating Transgender Students or Gender Non-Conforming Students
- 7:20, Harassment of Students Prohibited

Miscellaneous

The following **PRESS** material is updated due to a typographical error regarding a compliance timeline under the Student Online Personal Protection Act, 105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-21:

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

Five-Year Review Updates

PRESS Editors have a quality assurance goal to ensure that each piece of the 1000+ page IASB **PRESS PRM** is reviewed at least every five years. The **PRM** contains approximately 175 policies and procedures. These are also detailed in the **Revisions to Policies, Administrative Procedures, and Exhibits Table** in numerical order beginning on p. 6.

The following **PRESS** materials are updated in response to five-year reviews:

- 2:260-AP1, Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct - **RENAMED**

- 4:180-AP1, School Action Steps for Pandemic Influenza or Other Virus/Disease - **RENAMED**
- 4:180-AP2, Pandemic Influenza Surveillance and Reporting

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

PRESS Issue 105 Trivia

165 PRM pages • 266 footnotes • 41,184 words • 28 PRM materials

PRESS and ISBE/IDPH Reopening Guidance Update

Following the release of the Ill. State Board of Education (ISBE) and Ill. Dept. of Public Health's joint guidance for Starting the 2020-21 School Year on June 23, 2020, a number of **PRESS** subscribers and Ill. Council of School Attorney members have inquired if updates to existing Policy Reference Manual (**PRM**) materials will be made to address instances in the guidance that refer to board policies or administrative procedures, with particular focus on a face mask policy. Those inquiries were largely prompted by language in the joint guidance which states "It is recommended that schools and districts update policies to require the wearing [of] a face covering while on school grounds and handle violations in the same manner as other policy violations." Subsequently, ISBE released an FAQ clarifying this language, stating that when it comes to handling individuals who refuse to wear face coverings, "It is recommended that schools and districts examine and communicate which policies apply to the requirement of wearing a face covering while in school buildings and handle violations in the same manner as other similar policy violations."

Based on the fluidity of the COVID-19 crisis and frequent changes that have been made to State guidance, as well as the fact that existing **PRM** materials already broadly address expectations for students, staff, visitors, and district operations, the **PRESS** Editors determined that no updates to the **PRM** are required at this time. To assist boards as they examine the application of their adopted policies to the joint guidance, IASB has created a reference chart that reviews certain guidance topics, relevant **PRM** materials, and local implementation considerations. The chart can be accessed through **PRESS** Online or at www.iasb.com/IASB/media/Documents/PRESS_Reopening-Guidelines.pdf.

The **PRESS** Editors fully recognize that some board attorneys may advise a different course of action, and that boards may have additional concerns related to insurance coverage (or lack thereof) for COVID-19 related claims. **The PRESS Editors encourage boards to work with their attorneys to determine how the new safety protocols will be communicated and managed locally, such as through resolution, policy, procedures, handbooks, and/or other written materials.** The **PRESS** Editors will continue to monitor developments related to COVID-19 and welcome questions or suggestions from subscribers. **PRESS** Editor contact information is found on the last page of this Update Memo.

Progress Report — The contents of this table frequently change.

Topics	Our Response
Property Tax Code Amendment Public Act 101-635 amended the Property Tax Code to allow the chief county assessment officers to approve certain homestead exemptions without application for the 2020 tax year with certain criteria. It also allows county boards, except Cook, to waive penalties and interest on delinquent property tax payments and extends deadlines for scavenger sales and tax sales during 2020.	No PRESS materials are affected.
Education Omnibus Bill – Remaining Changes Not Yet Addressed Additional legislative updates contained in P.A. 101-643, including provisions addressing criminal background check notification, special education related service logs, and other "odds and ends" related to COVID-19 that did not need to be more urgently addressed in Issues 104 and 105, will be included in PRESS Issue 106 to be released this Fall.	Remaining PRESS materials impacted by P.A. 101-643 will be updated in Issue 106.
Temperature Checks and Biometric Student Information Some districts may be considering using facial recognition technology that can also scan students from a distance as they enter a school building to detect body temperatures. As a reminder, districts that maintain a biometric screening program must comply with all School Code requirements, including obtaining written parent/guardian consent, and should include in policy 7:340, <i>Student Records</i> , the alternative language noted in footnote 15.	No PRESS materials are affected.

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions	<input checked="" type="checkbox"/>
2:150-AP, Superintendent Committees	The Sex Equity Committee subhead of this procedure is updated to reference all relevant PRM policies, including NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> . Footnote 11 is updated for continuous improvement.	<input type="checkbox"/>
2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	The exhibit is updated in response to: 1. 105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-21, requiring districts to post certain information about educational technology vendors, student covered information, and data breaches on their websites. 2. 105 ILCS 5/10-30(6), added by P.A. 101-643, requiring districts to post their remote and blended remote learning day plans on their websites. 3. 34 C.F.R. §106.8 and 34 C.F.R. §106.45(b)(10)(i)(D), requiring districts to post Title IX Coordinator contact information and training materials on their websites.	<input type="checkbox"/>
2:260, Uniform Grievance Procedure	The policy, Legal References, Cross References, and footnotes are updated in response to Title IX regulations and to explicitly direct any sexual harassment complaints involving Title IX to NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> . Other continuous improvement updates are also made to the policy and footnotes.	<input type="checkbox"/>
2:260-AP1, Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct	RENAMED. The procedure is updated in response to a five-year review.	<input type="checkbox"/>
2:260-AP2, Nondiscrimination Coordinator and Complaint Manager	The procedure is updated to reference all relevant PRM policies, including NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> . The procedure and its footnote are updated for continuous improvement.	<input type="checkbox"/>
2:265, Title IX Sexual Harassment Grievance Procedure	NEW. The policy is created to facilitate implementation of Title IX regulations, which require districts to take a number of actions to respond to reports of sexual harassment in its education program or activity.	<input type="checkbox"/>
2:265-AP1, Title IX Sexual Harassment Response	NEW. The procedure is created for the reason discussed in 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , above.	<input type="checkbox"/>
2:265-AP2, Formal Title IX Sexual Harassment Complaint Grievance Process	NEW. The procedure is created for the reason discussed in 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , above.	<input type="checkbox"/>
2:265-E, Title IX Sexual Harassment Glossary of Terms	NEW. The exhibit is created for the reason discussed in 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , above.	<input type="checkbox"/>
4:180-AP1, School Action Steps for Pandemic Influenza or Other Virus/Disease	RENAMED. The procedure and footnotes are updated in response to the COVID-19 pandemic guidance and in response to a five-year review.	<input type="checkbox"/>
4:180-AP2, Pandemic Influenza Surveillance and Reporting	The procedure and footnotes are updated in response to a five-year review.	<input type="checkbox"/>
5:10, Equal Employment Opportunity and Minority Recruitment	The policy, Cross References, and footnotes are updated in response to Title IX regulations and to explicitly reference the Title IX Coordinator. Other continuous improvement updates are also made to the policy, Legal References, and footnotes.	<input type="checkbox"/>
5:20, Workplace Harassment Prohibited	The policy, Cross References, and footnotes are updated for the reasons discussed in 2:260, <i>Uniform Grievance Procedure</i> , above. Continuous improvement updates are also made to the Legal References.	<input type="checkbox"/>

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

5:90-AP, Coordination with Children's Advocacy Center	The procedure is updated to reference NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> .	<input type="checkbox"/>
5:100, Staff Development Program	The Legal References, Cross References, Administrative Procedure References, and footnotes are updated in response to Title IX regulations and for continuous improvement. The footnote 4 option for boards to list in-services in their policies is updated in response to Title IX training requirements. Boards that include this option in their adopted policy should update this text.	<input type="checkbox"/>
5:200, Terms and Conditions of Employment and Dismissal	The policy is unchanged. Footnotes are updated in response to: 1. Changes by the Education Omnibus Law. See 105 ILCS 105 ILCS 5/10-19, 5/10-19.05(a) and (j)-5), 5/24-11, 5/24-12, and 5/24A-5, all amended by P.A. 101-643; and 2. <i>2020 Election Day</i> . See 10 ILCS 5/2B-10, added by P.A. 101-642 and 105 ILCS 5/24-2 (e), amended by P.A. 101-642, designating <i>2020 Election Day</i> on 11-3-2020 as a legal school holiday for purposes of 105 ILCS 5/24.	<input type="checkbox"/>
5:220, Substitute Teachers	The policy and footnotes are updated in response to 40 ILCS 5/16-118, amended by P.A. 101-645, extending until June 30, 2021, the limit of 120 paid days or 600 paid hours that a TRS annuitant can work as substitute teacher in a school year. Other minor style updates are also made to the footnotes.	<input type="checkbox"/>
5:330, Sick Days, Vacation, Holidays, and Leaves	The policy and footnotes are updated in response to <i>2020 Election Day</i> designated by 10 ILCS 5/2B-10, added by P.A. 101-642 and 105 ILCS 5/24-2(e), amended by P.A. 101-642 designating 11-3-2020 as a legal school holiday for purposes of 105 ILCS 5/24.	<input type="checkbox"/>
7:10, Equal Educational Opportunities	The policy, Cross References, and footnotes are updated in response to Title IX regulations, to explicitly reference the Title IX Coordinator, and to insert an option in the footnotes for boards to reflect guidance in the Ill. State Board of Education's <i>Sample District Policy and Administrative Procedures</i> for supporting transgender, non-binary, and gender non-conforming students. Continuous improvement updates are also made to the Legal References.	<input type="checkbox"/>
7:10-AP1, Accommodating Transgender Students or Gender Non-Conforming Students	The procedure is updated in response to Ill. State Board of Education non-regulatory guidance, <i>Supporting Transgender, Nonbinary and Gender Nonconforming Students</i> .	<input type="checkbox"/>
7:20, Harassment of Students Prohibited	The policy, Cross References, and footnotes are updated for the reasons discussed in 7:10, <i>Equal Educational Opportunities</i> , above. Continuous improvement updates are also made to the Legal References.	<input type="checkbox"/>
7:20-AP, Harassment of Students Prohibited	The procedure is updated to reference NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , and policy 5:90, <i>Abused and Neglected Child Reporting</i> . Continuous improvement updates are also made.	<input type="checkbox"/>
7:180, Prevention of and Response to Bullying, Intimidation, and Harassment	The policy, Cross References, and footnotes are updated in response to Title IX regulations and to reference NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> .	<input type="checkbox"/>
7:185, Teen Dating Violence Prohibited	The policy and Cross References are updated to reference NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> . The Cross Reference is also updated to reference policy 2:260, <i>Uniform Grievance Procedure</i> . Footnote 7 is updated for continuous improvement.	<input type="checkbox"/>
7:190-E2, Student Handbook Checklist	The exhibit is updated for the reasons discussed in 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> , above, and for continuous improvement.	<input type="checkbox"/>
7:345-AP, Use of Educational Technologies; Student Data Privacy and Security	The procedure is updated on pg. 3 to correct the dates of Jan. 31 and July 31.	<input type="checkbox"/>

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