

# RESPONSE FORM

## PRESS PLUS ISSUE 92, July 2016

Return to The Illinois Association of School Boards, Attn: Angie Powell, Policy Consultant

Email: [pressplus@iasb.com](mailto:pressplus@iasb.com) or Fax: 217-528-2831

District Name: Oregon CUSD 220

Date of Adoption: 8/1/16

\*If date of adoption is different for any of the policies listed below, please note.

Please read carefully and mark one column in each row. Policies not marked in any column will be held for future response.

Policy Code	Policy Title	Adopted as presented by IASB	Adopted with additional district edits (enclosed)	Not Adopted	Held for Future Response
2:70	Vacancies on the School Board – Filling Vacancies	✓			
2:70-E	Checklist for Filling Board Vacancies by Appointment	✓			
2:120-E1	Guidelines for Serving as a Mentor to a New School Board Member	✓			
2:120-E2	Website Listing of Development and Training Completed by Board Members – <i>New to District</i>			✓	
2:240-E1	PRESS Issue Updates	✓			
2:240-E2	Developing Local Policy	✓			
6:100	Using Animals in the Educational Program	✓			
7:10-E	Equal Educational Opportunities Within the School Community – <i>NEW</i>			✓	
7:270	Administering Medicines to Students	✓			
	Option: Remove School District Supply of Undesignated Opioid Antagonists? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>				
8:90	Parent Organizations and Booster Clubs			✓	
	Option: Require all parent organizations and booster clubs to have 501(c)(3) status? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>				
8:110	Public Suggestions and Concerns			✓	

Other District Materials Enclosed	Yes	No
Changes to other district policies (show edits)		
Newly adopted district policies* (Microsoft Word copy sent via e-mail is required)		
New Collective Bargaining Agreement(s) (Electronic copy preferred)		

**\*Please note:** While we are happy to add to your policy manual any unique district policies provided by your district from whatever source, we are not able to provide suggested updates to those policies. Your district will be responsible for forwarding any necessary updates along with your response to PRESS Plus Issues. Because certain policy numbers are used for IASB sample policies, districts should use numbers ending in 2, 4, 6, or 8 for locally developed policies on topics not covered by IASB sample policies.

**Documents Coded “AP” or “E”** – These are documents developed to implement board policy and should not be adopted by the board and included in the policy manual. Exceptions are those coded “E” that provide guidance to the board itself, such as those listed above.

After the Board has taken action on the suggested policy changes, administrators should consult the Update Memo, included in the packet, for suggested changes to administrative procedures and forms accessible via PRESS Online.

## Policies Undergoing 5-Year Review

To further our commitment to continuous improvement, we attempt to review each policy that was not updated during the previous five years. This process keeps our material aligned with good governance principles and keeps the legal references current. Moreover, this process provides an occasion for school board members to review their policies to ensure that they are fulfilling their purpose.

Following is the list of IASB sample policies that were not changed after their five-year review. Because they were not changed, copies have not been provided in your PRESS Plus packet. After reviewing the district's policies, please remember to include any changes that the board adopted with your response form.

<b>Policy Code</b>	<b>Policy Title</b>	<b>Reviewed Only, Change Date</b>	<b>Policy Edited by District (Enclose Edits)</b>	<b>Policy Not Reviewed</b>
1:10	School District Legal Status			✗
1:20	District Organization, Operations, and Cooperative Agreements			✗
1:30	School District Philosophy			✗
2:10	School District Governance			✗
2:130	Board-Superintendent Relationship			✗
3:10	Goals and Objectives			✗
3:30	Chain of Command			✗
4:80	Accounting and Audits			✗
5:150	Personnel Records			✗
6:255	Assemblies and Ceremonies			✗
6:260	Complaints About Curriculum, Instructional Materials, and Programs			✓
7:280	Communicable and Chronic Infectious Disease			✗
7:285	Food Allergy Management Program			✗

CONTACT PERSON: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_ EMAIL: \_\_\_\_\_

# DRAFT UPDATE

Oregon Community Unit School District #220

2:70

## Board of Education

### Vacancies on the Board of Education - Filling Vacancies

#### Vacancy

Elective office of a Board of Education member becomes vacant before the term's expiration when any of the following occurs:

1. Death of the incumbent,
2. Resignation in writing filed with the Secretary of the Board,
3. Legal disability of the incumbent,
4. Conviction of a felony, bribery, perjury, or other infamous crime or of any offense involving a violation of official oath or of a violent crime against a child,
5. Removal from office,
6. The decision of a competent tribunal declaring his or her election void,
7. Ceasing to be an inhabitant of the District or a particular area from which he or she was elected, if the residential requirements contained in the School Code are violated,
8. An illegal conflict of interest, or
9. Acceptance of a second public office that is incompatible with Board membership.

#### Filling Vacancies

Whenever a vacancy occurs, the remaining members shall notify the Regional Superintendent of Schools of that vacancy within five days after its occurrence and shall fill the vacancy until the next regular board election, at which election a successor shall be elected to serve the remainder of the unexpired term. However, if the vacancy occurs with less than 868 days remaining in the term or less than 88 days before the next regularly scheduled election, the person so appointed shall serve the remainder of the unexpired term, and no election to fill the vacancy shall be held. Members appointed by the remaining members of the Board to fill vacancies shall meet any residential requirements as specified in the School Code. The Board shall fill the vacancy within 45 days after it occurred by a public vote at a meeting of the Board.

Immediately following a vacancy on the Board, the Board will publicize it and accept résumés from District residents who are interested in filling the vacancy. After reviewing the applications, the Board may invite the prospective candidates for personal interviews to be conducted during duly scheduled closed meetings.

LEGAL REF.: 105 ILCS 5/10-10 and 5/10-11.

CROSS REF.: 2:40 (Board Member Qualifications), 2:60 (Board Member Removal from Office), 2:120 (Board Member Development)

ADOPTED: May 21, 2012

**Comment [APowell1]:**

Edited for clarity.

Issue 92, July 2016

# DRAFT UPDATE

Oregon Community Unit School District #220

2:70-E

## Board of Education

### Exhibit - Checklist for Filling Board Vacancies by Appointment

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

**Comment [APowell1]:**  
The exhibit is updated for continuous improvement, and web links have been updated.

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

Guidelines	Explanation
Review Board policy 2:70, <i>Vacancies on the Board of Education - Filling Vacancies</i> , to determine if a vacancy on the Board occurred and, if so, whether the successor will be selected by election or Board appointment.	Filling a vacancy by Board appointment or election depends upon when the vacancy occurred. If a vacancy occurs with less than: (1) 868 days remaining in the term of office, or (2) 88 days before the next regularly scheduled election for the vacant office, no election to fill the vacancy is held and the appointee serves the remainder of the term. At all other times, an appointee serves until the next regular school election, at which election a successor is elected to serve the remainder of the unexpired term. See 105 ILCS 5/10-10.

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

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

Guidelines	Explanation
At a minimum, the Board uses election qualifications, that is, a candidate must meet the following qualifications: <ul style="list-style-type: none"> <li>• Be a United States citizen.</li> <li>• Be at least 18 years of age.</li> <li>• Be a resident of Illinois and the District for at least one year immediately preceding the appointment.</li> <li>• Be a registered voter.</li> <li>• Not be a child sex offender.</li> <li>• Not hold another incompatible public office.</li> <li>• Not have a prohibited interest in any contract with the District.</li> </ul>	<p>While the School Code does not expressly set forth eligibility requirements for appointment to a Board vacancy, the Board may want to use the qualifications for elected Board members listed in 105 ILCS 5/10-3 and 5/10-10.</p> <p>For guidance discussing other qualifications that the Board may want to consider, see IASB's <i>Recruiting School Board Candidates</i>, available at: <a href="http://www.iasb.com/elections/recruiting.pdf">www.iasb.com/elections/recruiting.pdf</a>; <a href="http://www.iasb.com/training/recruiting.cfm">www.iasb.com/training/recruiting.cfm</a></p> <p>For guidance regarding conflict of interest and incompatible offices, see <i>Answers to FAQs - Conflict of Interest and Incompatible Offices FAQ (ICSA)</i>, published by the Ill. Council of School Attorneys, available at: <a href="http://www.iasb.com/law/conflict.cfm">www.iasb.com/law/conflict.cfm</a>.</p>

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Guidelines	Explanation
<ul style="list-style-type: none"> <li>Not be a school trustee.</li> <li>Not hold certain types of prohibited State or federal employment.</li> </ul>	
<p>When additional qualifications apply, the following items may be included in the Board's list of qualifications:</p> <ul style="list-style-type: none"> <li>Meet all qualifications based upon the distribution of population among congressional townships in the district.</li> <li>Meet all qualifications based upon the distribution of population among incorporated and unincorporated areas.</li> </ul>	<p>Board members of some community unit school districts may be subject to historical residential qualifications based on the distribution of population among congressional townships in the district or between the district's incorporated and unincorporated areas (105 ILCS 5/11A-8).</p>

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

Guidelines	Explanation
<p>The Board President will accept applications.</p> <p>The Board will discuss, at an open meeting, its process to review the applications and who will contact applicants for an interview.</p>	<p>Who accepts vacancy applications is at the Board's sole discretion. According to 2:110, <i>Qualifications, Term, and Duties of Board Officers</i>, the Board President is a logical officer to accept the applications, but this task may be delegated to the Secretary or Superintendent's secretary if the Board determines that it is more convenient. Who accepts the applications must be decided prior to posting the vacancy announcement.</p>

☐ **Create Board member vacancy announcement.**

Announcement	Explanation
<p><b>School District _____ Board Member Vacancy</b></p> <p>The School District is accepting applications to fill the vacancy resulting from [reason for vacancy] of [former Board member's name].</p> <p>The individual selected will serve on the Board of Education from the date of appointment to [date].</p> <p>The School District [School District's philosophy or mission statement].</p>	<p>The contents of a vacancy announcement, how it is announced, and where it is posted are at the Board's sole discretion.</p> <p>The Board may want to announce the vacancy and its intent to fill it by appointment during an open meeting. The announcement may be posted on the District's website and in the local newspaper(s).</p> <p>The length of the appointment depends upon when during the term of office the vacancy occurred. See 105 ILCS 5/10-10 and Board policy 2:70, <i>Vacancies on the Board of Education - Filling Vacancies</i>, to determine the length of the appointment.</p> <p>See Board policy 1:30, <i>School District Philosophy</i>, for the District's mission statement that is specific to the</p>

# DRAFT UPDATE

Announcement	Explanation
Applicants for the Board vacancy must be: <i>[Board's list of qualifications]</i> .	community's goals. See checklist item titled <i>Develop a List of Qualifications for Appointment of a Person to Fill the Vacancy</i> above.
Applicants should show familiarity with the Board's policies regarding general duties and responsibilities of a Board and a Board member, including fiduciary responsibilities, conflict of interest, ethics and gift ban. The Board's policies are available at <i>[locations]</i> .  Applications may be obtained at <i>[location and address and/or website]</i> beginning on <i>[date and time]</i> .  Completed applications may be turned in by <i>[time and date]</i> to <i>[name and title of person receiving applications]</i> .	Listing this along with the Board's list of qualifications assists candidates in understanding a Board member's duties and responsibilities and may facilitate a better conversation during the interview process. See Board policies: 2:20, <i>Powers and Duties of the Board of Education</i> ; Indemnification; 2:80, <i>Board Member Oath and Conduct</i> ; 2:100, <i>Board Member Conflict of Interest</i> ; 2:105 <i>Ethics and Gift Ban</i> ; and 2:120, <i>Board Member Development</i> .  See action item titled <i>Decide who will receive completed vacancy applications</i> above.

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

Interview Questions	Explanation
Why do you want to be a Board member?  What specific skills would you bring to the Board?  Please give specific examples of your ability in interpersonal relationships and teamwork.  What do you see as the role of a Board member?  What have you done to prepare yourself for the challenges of being a Board member?	Interview questions are at the Board's sole discretion. This list is not exhaustive, but it may help the Board tailor its questions toward finding a candidate who will approach Board membership with a clear understanding of its demands and expectations along with a constructive attitude toward the challenge. The Board may also want to consider allowing an equal amount of time for each interview.  See IASB's <i>Recruiting School Board Candidates</i> , available at: <a href="http://www.iasb.com/elections/recruiting.pdf">www.iasb.com/elections/recruiting.pdf</a> , <a href="http://www.iasb.com/training/recruiting.cfm">www.iasb.com/training/recruiting.cfm</a>  A prospective candidate to fill a vacancy may raise other specific issues that the Board will want to cover

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Interview Questions	Explanation
<p>Please describe your previous community or non-profit experiences.</p> <p>What areas in the district would you like to see the Board strengthen?</p> <p>What is your availability to meet the time, training commitments, and other responsibilities required for Board membership?</p> <p>Describe what legacy you would like to leave behind.</p>	<p>during an interview.</p>

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

Interview Plan	Explanation
<p><del>In each interview, the Board President will discuss the following items with each candidate during the interview:</del></p> <p>Introduce Board members to the candidate at the beginning of the interview.</p> <p>Describe the Board's interview process, selection process, and ask the candidate if he or she has questions about the Board's process for filling a vacancy by appointment.</p> <p>Describe the District's philosophy or mission statement.</p> <p>Describe the vacancy for the candidate by reviewing the: (1) qualifications, and (2) general duties and responsibilities of the Board and the Board members, including fiduciary responsibilities, conflict of interest, ethics and gift ban, and general Board member development.</p> <p>Begin asking the interview questions that the Board developed.</p> <p>Ask the candidate whether he or she has any questions for the Board.</p> <p>Thank the candidate and inform the candidate when the Board expects to</p>	<p>The Board President will lead the Board as it interviews prospective candidates. See Board policy 2:110, <i>Qualifications, Term, and Duties of Board Officers</i>. The president presides at all meetings (105 ILCS 5/10-13).</p> <p>The Board may also want to consider allowing an equal amount of time for each interview.</p>

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Interview Plan	Explanation
make a decision and how the candidate will be contacted regarding the Board's decision.	

- ☐ Fill vacancy by a vote during an open meeting of the Board before the 45<sup>th</sup> day (105 ILCS 5/10-10).
- ☐ Assist the appointed Board member in filing his or her statement of economic interest (5 ILCS 420/4A-105(c)).
- ☐ Announce the appointment to District staff and community.

Announcement	Explanation
<p>The Board appointed [appointee's name] to fill the vacancy on the Board.</p> <p>The appointment will be from [date] to [date].</p> <p>The Board previously established qualifications for the appointee in a careful and thoughtful manner. [Appointee's name] meets these qualifications and has demonstrated the willingness to accept the duties and responsibilities of a Board member. [Appointee's name] brings a clear understanding of the demands and expectations of being a Board member along with a constructive attitude toward the challenge.</p>	<p>The contents of the appointment announcement and length of time it is displayed are at the Board's sole discretion. The Board may want to consider announcing the appointment during its meeting and also by posting it in the same places that it posted the vacancy announcement.</p> <p>See Board policy 8:10, <i>Connection with the Community</i>.</p>

- ☐ Administer the Oath of Office and begin orientation.

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

- ☐ Inform IASB of the newly appointed Board member's name and directory information.

DATED: May 21, 2012



# DRAFT UPDATE

Oregon Community Unit School District #220

2:120-E1

**Comment [APowell1]:**

Re-numbered due to addition of 2:210-E2.

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## **Board of Education**

### **Exhibit - Guidelines for Serving as a Mentor to a New Board of Education Member**

*On District letterhead*

Date

Dear Board of Education Member:

~~Congratulations on being asked~~ Thank you for agreeing to serve as a mentor to a new Board member. The goal of the mentoring program is to orient a new Board member to the Board and District and to help him or her be comfortable, develop self-confidence, and become an effective leader. Follow these guidelines to maximize your mentoring effectiveness.

**Comment [APowell2]:**

The exhibit was updated for clarity.

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1. Be a good mentor by sharing your knowledge and experiences with others. Take a personal interest in helping others succeed.
2. Try to develop an informal, collegial relationship with the new Board member – explain that you are there to help. Listen respectfully to all concerns and answer questions honestly.
3. During your first contact with the new Board member, introduce yourself and explain that you will serve as his or her mentor and are looking forward to sharing information about the Board and District. If possible, meet with the individual to become acquainted. Be available as needed to provide assistance, advice, and support. The Superintendent's office will have already sent the new Board member a copy of the Board's policies as well as other helpful material.
4. Be prepared to introduce the new Board member at upcoming Board events until he or she becomes a familiar face.
5. Be available and maintain a helpful attitude. You will assist the new Board member ~~become~~ in becoming an effective member of the Board and ensure ~~ing~~ skilled and knowledgeable future leadership for the District.

Being a mentor can bring rewards to you, the new Board member, and the District. Thank you for your assistance and commitment.

Sincerely,

Board of Education President

DATED: May 21, 2012

# NEW TO THE DISTRICT

July 2016

2:120-E2

## School Board

### **Exhibit - Website Listing of Development and Training Completed by Board Members**

*District webmaster: Post this template (including the explanatory paragraphs) on the District's website and update the table as information is provided.*

Each Illinois board of education member who is elected or appointed to fill a vacancy of at least one year's duration must receive *professional development leadership training* (PDLT) and *Open Meetings Act* (OMA) training. Mandatory training is also required upon *Performance Evaluation Reform Act* implementation in each school district. For additional information, see Board policy 2:120, *Board Member Development*.

The following table contains mandatory and non-mandatory training and development activities that were completed by each Board member. When the training was provided by the Illinois Association of School Boards, the acronym "IASB" follows the listed activity.

Name	Development and Training Activity and Provider	Date Completed

The Illinois Association of School Boards (IASB) is a voluntary organization of local boards of education dedicated to strengthening the Illinois public schools through local citizen control. Although not a part of State government, IASB is organized by member school boards as a private not-for-profit corporation under authority granted by Article 23 of the School Code. The vision of IASB is excellence in local school governance in support of quality public education.

For more information regarding IASB and its programs, visit [www.iasb.com](http://www.iasb.com).

**Comment [AKL1]:** The board manual does not currently include this board exhibit. The board may wish to consider adding it.

**Issue 92, July 2016**

# DRAFT UPDATE

Oregon Community Unit School District #220

2:240-E1

## Board of Education

### Exhibit - PRESS Issue Updates

This procedure is for PRESS subscribers. For subscribers to PRESS-Plus, IASB's full-maintenance policy update service, the update instructions that arrive with a paid PRESS-Plus subscription provide further guidance.

Actor	Action
Superintendent	<p>Manages the process for the Board to receive PRESS updates to policies.</p> <p>Manages the Board's compliance with the Open Meetings Act. Ensures that, as appropriate, the agendas for the Board Policy Committee and School Board include discussion and <u>list</u> action to consider, adopt, or revise Board policies and Board exhibits.</p> <p>Manages the process for approving new or revised administrative procedures, administrative procedure exhibits, and changes to employee and student handbooks.</p> <p>Communicates all policy and administrative procedure revisions or adoptions, as appropriate, to staff members, parents, students, and community members.</p>
Superintendent or Superintendent's Secretary	<p>Updates District's <u>Roster</u> as follows:</p> <ol style="list-style-type: none"> <li>1. Go to <a href="http://www.iasb.com">www.iasb.com</a> and click on <u>MY ACCOUNT</u>.</li> <li>2. Log in using your email address and password: <ul style="list-style-type: none"> <li>• If you are signing in for the first time, your password is the 7-digit IASB ID number beginning with "2" that appears on all IASB mailing labels.</li> <li>• If you have already changed your password, use the unique password you created.</li> <li>• If you do not know your password, use the <u>forgot password link</u>.</li> </ul> </li> <li>3. Click on <u>districts you manage</u> and then the District name.</li> <li>4. Review and verify or change the District's existing records. Ensure that all current board members, administrators, and anyone else on staff who accesses PRESS are listed with their current email addresses.</li> </ol>
Designated support staff	<p>To each member of the Policy Committee (or full Board): Emails or otherwise distributes a copy of the following:</p> <ol style="list-style-type: none"> <li>1. PRESS Online Information and Instructions card;</li> <li>2. PRESS Update Memo; (unless a copy was already provided);</li> <li>3. PRESS Tutorial video link at: <a href="http://www.iasb.com/policy">www.iasb.com/policy</a>;</li> <li>4. Committee worksheets, available at <a href="http://www.iasb.com/policy">www.iasb.com/policy</a>; and</li> <li>5. Current District policy in relevant areas.</li> </ol> <p>To any other Board member or interested school official: Emails or</p>

#### Comment [APowell1]:

A section is added to explain the new Roster Management process in IASB's new association management system.

It is important to update your district's list of individuals who will be authorized to access PRESS online in this system.

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#### Comment [APowell2]:

Updated to reflect new PRESS login procedures.

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Actor	Action
	<p>otherwise distributes the <b>PRESS Update Memo</b> (describes the current <b>PRESS</b> issue) numbers 1 through 5, above, to each Board member or other interested school official who has not already received a copy. It is available online at <a href="http://www.IASB.com/policy">www.IASB.com/policy</a>.</p> <p>As appropriate, includes new and revised policies in the Board meeting packets.</p> <p>After a policy is adopted or revised, updates the District's policy manual master electronic file and adds or updates adoption dates.</p> <p>Archives old policy.</p> <p>Follows district process for updating paper and online manuals.</p> <p><u>Considers distributing <b>PRESS Update Memo</b> to Building Principals.</u></p>
Policy Committee (or Full Board)	<p>Considers each <b>PRESS</b> update. Reviews all footnote changes.</p> <p>Decides which changes require Board of Education discussion and which are appropriate as consent agenda items.</p> <p>The following are appropriate for the consent agenda: changes to the Legal References and Cross References, and minor policy edits that do not require Board discussion.</p> <p>Requests review of recommended revisions by the Board Attorney, as appropriate.</p> <p>Presents recommendations regarding <b>PRESS</b> updates to the Board at a regularly scheduled meeting.</p>
Full Board	<p>Conducts a first reading of the policies that are recommended to be updated.</p> <p>During the next regular meeting, conducts a second reading.</p> <p>A second reading allows the Board to hear feedback from interested parties, including staff, parents, students, and community members; however, State law does not require two readings.</p> <p><u>After the second reading, consider and take action to approve the policies at a duly convened open meeting.</u></p>
Assistant Superintendents, Directors, and Building Principals, and supervisory employees	<p>Reads <b>PRESS Update Memo (if applicable)</b>, adopted policies and follows the Superintendent's process for updating administrative procedures, and changes to employee and student handbooks within their assigned building(s).</p>
Anyone	<p>For further clarification, views the 8-minute online tutorial for <b>PRESS</b>, available at <a href="http://www.iasb.com/policy">www.iasb.com/policy</a>, behind the log-in screen.</p>

**Comment [APowell3]:**  
Added to clarify that the full board considers and takes action to approve policies at an open meeting following the second reading of revised policies.  
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**Comment [APowell4]:**  
Updated to recommend that all assistant superintendents, directors, building principals, as well as supervisory employees, read each **PRESS** Update Memo and policies adopted by the board to better understand any changes impacting their assigned building(s).  
Issue 92, July 2016

DATED: May 21, 2012

# DRAFT UPDATE

Oregon Community Unit School District #220

2:240-E2

## Board of Education

### Exhibit - Developing Local Policy

Actor	Action
Anyone (Superintendent, Board of Education member, staff, parent, student, community member, or Board Attorney)	Brings a concern that may necessitate a new policy or a current policy's revision to the attention of the Board of Education.
Superintendent	<p><u>Confers with the Board Attorney as appropriate.</u></p> <p><u>Manages the Board's compliance with the Open Meetings Act. Ensures that, as appropriate, the agendas for the Board Policy Committee and School Board include discussion and action to consider, adopt, or revise Board policies.</u></p> <p><u>Manages the process for approving new or revised administrative procedures, and revisions to employee and student handbooks.</u></p> <p><u>Communicates all policy and procedure revisions or adoptions as appropriate to staff members, parents, students, and community members.</u></p>
Policy Committee (or Full Board)	<p><b>First</b>, answers these questions to decide whether new policy language is needed:</p> <ol style="list-style-type: none"> <li>1. Does the IASB Policy Reference Manual provide guidance?</li> <li>2. Is the request something that should be covered in policy (i.e., Board work) or is it something that should be handled by the staff (i.e., staff work)?</li> <li>3. Is it already covered in policy? Checks for policies that cover similar or connected topics using tools such as search engines, <u>Tables of Contents</u>, cross references, and indexes.</li> </ol> <p><b>Second</b>, uses a 4-step process to draft new policy language:</p> <ol style="list-style-type: none"> <li>1. Frames the question and discusses the topic.</li> <li>2. Requests the Superintendent to provide research, including appropriate data, and input from others, such as, those who may be affected by the policy and those who will implement the policy.</li> <li>3. Assesses existing policy and decides whether new or revised policy language is needed.</li> <li>4. Drafts or requests the Superintendent or Board Attorney to draft, language addressing the concern that aligns with the Board's mission, vision, goals, and objectives.</li> </ol> <p><b>Third</b>, decides whether the new language should be included in an existing policy or added as a new policy. Assigns any new policy an appropriate location and number.</p>

**Comment [APowell1]:**

This action by the Superintendent is moved from below to more clearly reflect appropriate timelines.

Issue 92, July 2016

# DRAFT UPDATE

Actor	Action
	The <b>PRESS</b> coding system reserves policy numbers ending in a '0' and '5' for <b>PRESS</b> material. Locally developed District policies <u>should</u> districts are encouraged to use policy numbers ending in 2, 4, 6, or 8. <del>Seven numbers other than 0.</del>
Full Board	<p>Conducts a first reading of the policy that is recommended for adoption or revision.</p> <p>During the next regular meeting, conducts a second reading.</p> <p>A second reading allows the Board to hear feedback from interested parties, including staff, parents, students, and community members; however, State law does not require two readings.</p> <p><u>After the second reading, consider and take action to approve the policies at a duly convened open meeting.</u></p>
Superintendent	<p><del>Confers with the Board Attorney as appropriate.</del></p> <p>Manages the Board's compliance with the Open Meetings Act. Ensures that, as appropriate, the agendas for the Board Policy Committee and Board of Education include discussion and action to consider, adopt, or revise Board policies.</p> <p>Manages the process for approving new or revised administrative procedures, and revisions to employee and student handbooks.</p> <p><del>Communicates all policy and procedure revisions or adoptions as appropriate to staff members, parents, students, and community members.</del></p>
Designated support staff	<p>After a policy is adopted or revised, updates the District's policy manual master electronic file and adds adoption dates.</p> <p>Archives <del>"old"</del>previous version of revised policy.</p> <p>Follows district process for updating paper and online manuals.</p>
Assistant Superintendents, Directors, and Building Principals, and supervisory employees	Reads the <b>PRESS Update Memo</b> (if applicable) and adopted policies and follows the Superintendent's process for updating administrative procedures, and changes to employee and student handbooks within their assigned building(s).

## Comment [APowell2]:

Edited to clarify that districts, when adding a locally developed policy, are encouraged to use policy numbers ending in 2, 4, 6, or 8.

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## Comment [APowell3]:

Added for clarity.

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## Comment [APowell4]:

Updated to recommend that all assistant superintendents, directors, building principals, as well as supervisory employees, read each **PRESS Update Memo** and policies adopted by the board to better understand any changes impacting their assigned building(s).

Issue 92, July 2016

DATED: May 21, 2012

# DRAFT UPDATE

Oregon Community Unit School District #220

6:100

## Instruction

### Using Animals in the Educational Program

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

#### Animal Experiments

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.

#### Animal Dissection

The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with the School Code.

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.: 105 ILCS 5/2-3.122, 5/27-14, and 112/.

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: May 21, 2012

#### **Comment [APowell1]:**

The policy is updated to include two subhead titles, Animal Experiments and Animal Dissection.

Issue 92, July 2016

## Students

### Equal Educational Opportunities

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

### Sex Equity

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

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

### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

#### **Comment [APowell1]:**

A new footnote has been added to this policy in response to inquiries from school board members for additional language to consider in their policies due to the spotlight on transgender issues. Please see the Update Memo for more information.

The new footnote is provided here for informational purposes. No Board action is required for this policy, and it is not listed on your PRESS Plus Response Form.

#### **New Footnote Information:**

Adopting separate policies or inserting policy statements about accommodations and inclusion of transgender students in the educational program are unsettled areas of the law. Some lawyers believe doing so may open boards to equal protection challenges for not creating separate policies for other protected statuses, e.g., race, nationality, religion, etc.

Consult the board attorney if your board wishes to adopt a separate policy or insert policy statements about accommodations and inclusion of transgender students.

See 7:10-AP, *Accommodating Transgender Students or Gender Non-Conforming Students* for a case-by-case procedure that school officials may use when a student requests an accommodation based upon his or her gender identity.

For a list of policies that address the equal educational opportunities, health, safety, and general welfare of students within the District, see 7:10-E, *Equal Educational Opportunities Within the School Community*.

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LEGAL REF.: 42 U.S.C. §11431 et seq., McKinney Homeless Assistance Act.  
20 U.S.C. §1681 et seq., Title IX of the Education Amendments implemented by  
34 C.F.R. Part 106.  
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.  
775 ILCS 35/5, Religious Freedom Restoration Act.  
Ill. Constitution, Art. I, §18.  
Good News Club v. Milford Central School, 121 S.Ct. 2093 (2001).  
105 ILCS 5/3.25b, 3.25d(b), 10-20.12, 10-22.5, and 27-1.  
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.  
23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:20 (Harassment of Students Prohibited),  
7:50 (School Admissions and Student Transfers To and From Non-District  
Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:180  
(Prevention of and Response to Bullying, Intimidation, and Harassment), 7:330  
(Student Use of Buildings - Equal Access), 8:20 (Community Use of School  
Facilities)

ADOPTED: October 19, 2015

## Students

### Exhibit - Equal Educational Opportunities Within the School Community

The School District welcomes diversity in its schools. Policy 7:10, *Equal Educational Opportunities* cites the many civil rights laws that guarantee equal education opportunities to all students. In addition, the policies below address the equal educational opportunities, health, safety, and general welfare of students within the District. These policies are not a complete list, and depending on the factual context, another policy not specifically listed may apply:

1. 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
2. 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.
3. 7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
4. 7:20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
5. 7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.
6. 7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.
7. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.
8. 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health problems that impact learning.
9. 7:330, *Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.
10. 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

**Comment [AKL1]:** This exhibit is developed for school boards that want to highlight which of their policies address equal educational opportunities, health, safety, and general welfare of students within their district. The exhibit states that the list is not complete and that other policies may apply depending upon the factual context.

**Issue 92, July 2016**

# DRAFT UPDATE

Oregon Community Unit School District #220

7:270

## Students

### Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed "School Medication Authorization Form" is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

### Self-Administration of Medication

A student may possess an epinephrine auto-injector (EpiPen®) and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a *School Medication Authorization Form*. The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or medication, or the storage of any medication by school personnel.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

### School District Supply of Undesignated Epinephrine Auto-Injectors

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated epinephrine auto-injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine auto-injector* means an epinephrine auto-injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine auto-injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

Comment [APowell1]: 23 Ill. Admin. Code  
§1.540(e)(7)&(8).  
Issue 92, July 2016

# DRAFT UPDATE

## School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

### Void Policy; Disclaimer

The School District Supply of Undesignated Epinephrine Auto-Injectors This section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine auto-injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine auto-injectors.

The School District Supply of Undesignated Opioid Antagonists section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Alcoholism and Other Drug Abuse and Dependency Act, or (2) fill the District's prescription for undesignated school opioid antagonists.

Upon any administration of an undesignated epinephrine auto-injector or an opioid antagonist, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(c) of the School Code apply.

No one, including without limitation parents/guardians of students, should rely on the District for the availability of an epinephrine auto-injector and/or opioid antagonist. This policy does not guarantee the availability of an epinephrine auto-injector and/or opioid antagonist; students and their parents/guardians should consult their own physician regarding such this medication(s).

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30,  
23 Ill. Admin. Code §1.540.

CROSS REF.: 7:285 (Food Allergy Management)

ADOPTED: February 25, 2015

### **Comment [APowell2]:**

Updated in response to 105 ILCS 5/22-30, amended by P.A. 99-480. The law permits school boards to maintain a supply of undesignated opioid antagonists in the name of a district and allows a school nurse or trained person to administer them to a person believed to be having an opioid overdose.

If the board chooses to implement an undesignated opioid antagonist program, and the district employs law enforcement, consult the board attorney about whether this subhead becomes required.

For boards that choose to implement an undesignated opioid antagonists program, consult the board attorney regarding the Safe and Drug-Free School and Communities Act of 1994 (20 U.S.C. §7101(b)). See the footnotes of this policy, available by logging into PRESS Online, for more information.

### **OPTION:**

A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement 105 ILCS 5/22-30, amended by P.A. 99-480. The consequences of informing the community that the district will obtain a prescription for a supply of opioid antagonists and implement a plan for their use, and then not doing it may be fraught with legal liabilities.

To remove this section, check the appropriate "yes" box on your PRESS Plus Response Form. Removing this section will also remove the Void Policy; Disclaimer section regarding Undesignated Opioid Antagonists, below.

Issue 92, July 2016

# DRAFT UPDATE

Oregon Community Unit School District #220

8:90

## Community Relations

### Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the Board of Education welcomes their suggestions and assistance.

Parent organizations and booster clubs ~~are~~may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parent(s)/guardian(s) of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

ADOPTED: May 31, 2012

#### **Comment [APowell1]:**

##### **OPTION:**

If the Board would like to require all parent organizations and booster clubs to have 501(c)(3) status, change the sentence preceding the numbered list to:

Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club is a 501(c)(3) that has submitted proof of its status and has by-laws containing the following:

To make this change, check the appropriate "yes" box on the PRESS Plus Response Form.

Issue 92, July 2016

# DRAFT UPDATE

Oregon Community Unit School District #220

8:110

## Community Relations

### Public Suggestions and Concerns

The Board of Education is interested in receiving suggestions and concerns from members of the community. Any individual may make a suggestion or express a concern at any District or School office. All suggestions and/or concerns will be referred to the appropriate level staff member or District administrator who is most able to respond in a timely manner. Each concern or suggestion shall be considered on its merit.

An individual who is not satisfied after following the channels of authority, may file a grievance under the Board policy 2:260, *Uniform Grievance Procedure*. The Board encourages, but does not require, individuals to follow the channels of authority prior to filing a grievance. Neither this policy nor the *Uniform Grievance Procedure* creates an independent right to a hearing before the Board.

CROSS REF.: 2:140 (Communications To and From the Board), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 2:260 (Uniform Grievance Procedure), 3:30 (Chain of Command), 6:260 (Complaints About Curriculum, Instructional Materials and Programs), 8:10 (Connection with the Community)

ADOPTED: May 21, 2012

#### **Comment [APowell1]:**

The policy is amended to clarify that while individuals may file a grievance under 2:260, *Uniform Grievance Procedure*, "the Board encourages, but does not require, individuals to follow the channels of authority prior to filing a grievance."

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