



TOWNSHIP HIGH SCHOOL DISTRICT 211

# POLICY & PROCEDURE HANDBOOK

FOR THE 2023-2024 SCHOOL YEAR

UNITED STATES DEPARTMENT OF EDUCATION BLUE RIBBON SCHOOLS OF EXCELLENCE

James B. Conant High School  
William Fremd High School  
Hoffman Estates High School  
Palatine High School  
Schaumburg High School

ALTERNATIVE SCHOOLS  
District 211 North Campus  
Higgins Education Center



## DEAR STAFF MEMBER,

This Policy and Procedure Handbook summarizes Township High School District 211 procedures and Board of Education policies for staff members. It was designed to make information about the District's policies and procedures accessible to all staff members and, in some cases, the complete policy statements have been abridged. All policies cited include a letter reference to the complete Board policy. The District's policies are easily accessible online at the following link: <https://go.boarddocs.com/il/thsd211/Board.nsf/Public>.

If you would like additional information about the District's policies and procedures or their application, please contact your principal.

Sincerely,

A handwritten signature in cursive script that reads "Lisa Small".

Lisa Small  
Superintendent

### **Township High School District 211**

1750 South Roselle Road  
Palatine, Illinois 60067-7336  
Telephone: (847) 755-6600  
Website: [adc.d211.org](http://adc.d211.org)

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## TOWNSHIP HIGH SCHOOL DISTRICT 211

# MISSION STATEMENT

*Township High School District 211 serves the needs of our diverse community by providing relevant and rigorous learning experiences, opportunities for involvement and strong support systems that empower all students to reach their full potential.*

*Approved by the Board of Education: May 26, 2022*

## TOWNSHIP HIGH SCHOOL DISTRICT 211

# VALUE STATEMENTS

### Communication and Accountability

We value providing thorough and accurate information for all stakeholders through a transparent, open exchange of information and perspectives.

### Equity and Inclusion

We value the individuality of each person and create a sense of belonging by ensuring access, opportunity and support.

### Financial Integrity

We value strong fiscal management and operational efficiency to optimize resources throughout the organization.

### Innovation and Learning

We value engaging, high-quality experiences in and outside of the classroom to support all aspects of student and staff development.

### Safety, Wellness and Respect

We value safeguarding the welfare of our students and staff by providing a positive and respectful environment and cultivating the physical, social and emotional well-being of all.

# STATEMENT OF ORGANIZATIONAL COMMITMENT

**WE WHO SERVE THE STUDENTS AND PARENTS OF TOWNSHIP HIGH SCHOOL DISTRICT 211  
PLEDGE OUR CONTINUED COMMITMENT TO:**

- demonstrate courtesy and patience in our dealings with students, parents, and the community;
- respect the individual differences within our student body;
- respond on a timely basis to inquiries and requests for help;
- maintain our professionalism through appearance, communications, and care of school facilities;
- offer consistent, dependable service to the young people of our school community.

# BOARD OF EDUCATION

Anna Klimkowicz, *President*

Steven Rosenblum, *Vice President*

Kimberly Cavill, *Secretary*

Michelle Barron

Curtis Bradley

Peter Dombrowski

Tim Mc Gowan

## Board of Education Membership

The Board of Education is composed of seven members elected by citizens of the school district. A Board member receives no salary and may seek reelection to any number of terms.

School board elections are held and regulated by State mandates. To be a qualified candidate, a person must be a registered voter, 18 years old or older, and a resident of the State and the district for at least one year immediately preceding the election.

Board officers are chosen by the members.

## Board of Education Responsibilities

The Board of Education has complete and final control over local school matters subject only to limitations imposed by State and Federal law. No one member or group of members may act in the name of the Board.

Major responsibilities of the Board of Education are to express and represent the view of the community in matters affecting education, determine education standards and goals, adopt policies for the administration of the school system, employ a Superintendent of Schools, authorize the appointment of teachers and other staff members, approve curriculum, secure money for school operational needs and building programs, and authorize expenditures.

# DISTRICT ADMINISTRATION

**Lisa Small***Superintendent***Gary Gorson***Chief Technology Director***Lauren Hummel***Chief Operating Officer***Joshua Schumacher***Assistant Superintendent for Curriculum & Instruction***Kurt Tenopir***Assistant Superintendent for Administrative Services***James Britton***Director of Human Resources***Renée Erickson***Director of Special Education***Jacquese Gilbert***Director of Summer School & Community Outreach***David Grelyak***Facilities & Energy Manager***Danielle Hauser***Director of Student Services***Matthew Hildebrand***Director of Administrative Services***Erin Holmes***Director of Communications***Mary Pat Krones***Assistant Director of Special Education***Karen Lasher***Director of Business Services***Diana Mikelski***Director of Transportation***Sandra Mir Imes***Accounting Supervisor***Michele Napier***Director of College and Career Readiness***Barbara Peterson***Controller & Treasurer***LaShaunda Sandifer***Director of Diversity, Equity and Inclusion***Anita Seaholm***Human Resources Assistant***Rickey Sparks***Director of Facilities & Purchasing***Lindsay Tiritilli***Assistant Director of Special Education***Katie Weir***Director of Food and Nutrition Services***Eric Wenckowski***Director of Athletics & Activities***Francesca Anderson***District 211 North Campus Program Administrator***Jessica Orstead***Higgins Education Center Program Administrator***Patrick Abraham***Transition Services Coordinator***Jake Hughes***North Campus Administrator*

<b>BUILDING ADMINISTRATION</b>		<b>Palatine High School</b>	<b>William Fremd High School</b>	<b>James B. Conant High School</b>	<b>Schaumburg High School</b>	<b>Hoffman Estates High School</b>
	<b>Principal</b>	Tony Medina	Mark Langer	Julie Nowak	Brian Harlan	Michael Alther
	<b>Assistant Principal Activities</b>	Kim Glaser	Amanda Hughes	Jeannette Ardell	Russell Cumings	Thomas Mocon
	<b>Assistant Principal 12-Month Lead</b>	Michelle Bremehr	Michael Smith	Dane Henning	Mary Kate Smith	Thomas Barlow
	<b>Assistant Principal 10-Month</b>	Travis Hastings Alex Miramontes Aaron Pollack	Kevin Farrell Scott Newmark	Monte Holt Jinu Joseph	Whitney Gbur Kendra Letzel	Brittany Berleman Anthony Ganas
	<b>Dean of Students</b>	Robert Heitz Liza Sullivan	Charles Nichols	Zia Nathan	Adam Strauch	Lindsey Hamma Thomas Moore
	<b>Student Services Director</b>	Fred Rasmussen	Tracy Bafia	Brigit Cain	Yassila Delgado	Jennifer Beers
	<b>Athletic Director</b>	Luis Arroyo	Hamid Mehreioskouei	Erik Hauser	Martin Manning	Steven Lacni
<b>Building &amp; Grounds Manager</b>	Allen McAllister	Steven Balsley	Alexander Woods	Chris Allen	Alex Legare	



# SCHOOL CALENDAR 2023-2024

## Township High School District 211

### First Semester

#### 2023

Thursday, August 10	Teacher Institute – No Classes
Friday, August 11	Teacher Institute – No Classes
Monday, August 14	Opening Day of School
Monday, September 4	Labor Day – No School
Monday, October 9	Columbus Day – No School
Tuesday, October 10	Teacher Institute – No Classes
Wednesday, November 22	Non-Attendance Day – No School
Thursday, November 23	Thanksgiving Day – No School
Friday, November 24	Thanksgiving Holiday – No School
Thursday, December 22	End of First Semester Winter Vacation Begins Close of School

### Second Semester

#### 2024

Tuesday, January 9	Teacher Institute – No Classes
Wednesday, January 10	Opening Day of Second Semester
Monday, January 15	Martin Luther King, Jr. Day – No School
Monday, February 19	Presidents' Day – No School
Friday, March 22	Spring Vacation Begins Close of Day
Monday, April 1	Opening Day of School After Vacation
Friday, May 24	Last Day of School

*Emergency days – May 28 through June 3 will serve as emergency days in the event district schools are closed for five or more student attendance days.*

*Approved by the Board of Education: February 14, 2019*

# IN-PROGRESS REPORTS & REPORT CARD DUE DATE

## 2023-2024

### First Semester (89 attendance days)

August	14	Monday	First Day of School
September	20	Wednesday	6-week in-progress comment posting portal opens in Infinite Campus (IC)
<b>September</b>	<b>25</b>	<b>Monday</b>	<b>End of 6-weeks (30 days)</b>
September	26	Tuesday	<b>6-WEEK IN-PROGRESS GRADES PULLED FROM IC at 7:00 a.m.</b> <b>6-week in-progress comment posting portal closes at 7:00 a.m.</b>
September	27	Wednesday	6-week in-progress grade reports produced
September	28	Thursday	Mail/Email 6-week in-progress grade reports to parents (Grade Reports released on calendar)
November	6	Monday	12-week in-progress comment posting portal opens in IC
<b>November</b>	<b>7</b>	<b>Tuesday</b>	<b>End of 12-weeks (29 days)</b>
November	8	Wednesday	<b>12-WEEK IN-PROGRESS GRADES PULLED FROM IC AT 7:00 a.m.</b> <b>12-week in-progress comment posting portal closes at 7:00 a.m.</b>
November	9	Thursday	12-week in-progress grade reports produced
November	10	Friday	Mail/Email 12-week in-progress grade reports to parents
December	18	Monday	Semester comment and grade posting portal opens in IC
December	20	Wednesday	Turn off Grades and Assignments in IC Portal at 7:00 a.m.
<b>December</b>	<b>22</b>	<b>Friday</b>	<b>END FIRST SEMESTER (30 days)</b> Grading Window closes at 3:00 p.m. Semester grade and comment posting portal closes at 3:00 p.m. Turn on Grades and Assignments in IC Portal at 3:00 p.m.
January	9	Tuesday	Grade changes can be made with the registrar until 3:00 p.m. Post to transcript and calculate GPA
January	10	Wednesday	Mail/Email report cards to parents

# IN-PROGRESS REPORTS & REPORT CARD DUE DATE

## 2023-2024

### Second Semester (91 attendance days)

February	16	Wednesday	6-week in-progress comment posting portal opens
<b>February</b>	<b>22</b>	<b>Thursday</b>	<b>End of 6-weeks (30 days)</b>
February	23	Friday	<b>6-WEEK IN-PROGRESS GRADES PULLED FROM IC at 7:00 a.m.</b> <b>6-week in-progress comment posting portal closes at 7:00 a.m.</b>
February	26	Monday	6-week in-progress grade reports produced
February	27	Tuesday	Mail/Email 6-week in-progress grade reports to parents
April	8	Monday	12-week in-progress comment posting portal opens
<b>April</b>	<b>11</b>	<b>Thursday</b>	<b>End of 12-weeks (30 days)</b>
April	12	Friday	<b>12-week in-progress comment posting portal closes at 7:00 a.m.</b> 12-week in-progress grade reports produced
April	13	Thursday	Mail/Email 12-week in-progress grade reports to parents
April	15	Monday	12-week in-progress grade reports produced
April	16	Tuesday	Mail/Email 12-week in-progress grade reports to parents
May	17	Friday	Semester comment and grade posting portal opens
May	22	Wednesday	Turn off Grades and Assignments in IC Portal at 7:00 a.m.
<b>May</b>	<b>24</b>	<b>Friday</b>	<b>END SECOND SEMESTER (31 days)</b> Semester grade and comment posting portal closes at 3:00 p.m. Grading Window closes at 3:00 p.m. Turn on Grades and Assignments in IC Portal at 3:00 p.m.
May	28	Tuesday	Post to transcript and calculate GPA
May	29	Wednesday	Mail/Email report cards to parents – completed by 12:00 p.m.

# THE HISTORY OF TOWNSHIP HIGH SCHOOL DISTRICT 211

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High school education in the Palatine-Schaumburg Township area began in 1875, with the first graduating class in 1877. Palatine High School is one of the four oldest suburban high schools and the first established northwest of Chicago. Charles S. Cutting was the school's first principal.

The Palatine Township High School District was formed in 1914. Its first classes were held in space rented from the elementary district on the top floor of a school on Wood Street between Hale and Benton.

In 1928, a separate high school building for 300 students was built on a four-acre site at 150 East Wood Street. The school opened with 125 students. Schaumburg Township was not part of a high school district, so some Schaumburg students came to Palatine on a tuition basis. Between 1928 and 1950, the enrollment grew from 150 to 391 students and projections indicated dramatic growth ahead. In 1952, an addition to Palatine High School was completed, increasing the building capacity to 700 students.

In 1954, Schaumburg formed Elementary District 54 and joined Palatine Township High School District 211. After 1954, enrollments mushroomed at all levels. A second addition was approved for Palatine High School and a second site of 40 acres was purchased at Quentin Road and Illinois Avenue.

The second school opened in 1961, and was named "William Fremd High School." Mr. Fremd had been a member of the high school Board of Education for over 30 years and had served on school boards in the area for a consecutive period of more than 45 years. From 1961 to 1964, the District was organized as a 2-2 system with juniors and seniors at Palatine High School and freshmen and sophomores at Fremd High School. This system was phased out when James B. Conant High School, the District's third school and the first located in Schaumburg Township, opened in 1964 as a three-year school. Fremd High School converted to a three-year program in 1966.

In 1967, an administration center was built on Roselle Road near Algonquin Road. It houses all District staff, Board of Education meeting room, and a storage area for school supplies. The center was named to honor Gerald A. McElroy who served District 211 for 38 years as a teacher, coach, principal, and superintendent.

In 1967, building additions increased capacity at Conant High School from 1,700 to 2,600 students and Palatine's capacity from 1,000 to 1,800 students. In 1969, an addition to Fremd High School expanded its capacity from 1,600 to 2,700 students. District 211's fourth school, Schaumburg High School, opened in September, 1970. This structure, except for the gymnasium and parking site, was constructed by the Illinois Building Commission, a method of financing made necessary by the District's lack of sufficient bonding power in the late 1960s. Hoffman Estates High School, built to house an enrollment of 2,500 students, opened in 1973 as a freshman-sophomore school in Schaumburg Township.

On October 19, 1974, district residents approved a \$22 million referendum which provided funds for a sixth high school; an addition to Schaumburg High School which increased its capacity to 3,000 students; the addition of auditoriums and pools at Conant, Schaumburg, and Fremd High Schools; a pool at Hoffman Estates High School; and a District warehouse.

In 1976, the Board of Education decided that the building housing Palatine High School was unsuitable for future use as a four-year high school. Insufficient land to expand the building for future growth and the cost of needed repairs necessitated that decision. The building was closed in June, 1977.

The sixth high school, located near the intersection of Rohlwing and Cunningham Roads, opened in September, 1977, and was named Palatine High School. The newest building accommodated 2,500 students.

In 1983, physical education additions were completed at Fremd

and Conant High Schools, and in 1997, a physical education addition was completed at Palatine High School. Construction was completed in 2002 on an addition at Fremd High School, turning the valuable space in the school's courtyard into new science laboratories named in honor of Gerald D. Chapman, who served District 211 for 36 years as a teacher, assistant principal, assistant superintendent, and superintendent. The old science labs were then converted to new English classrooms. The school also had the east exterior of the building remodeled.

A clock tower and covered walkways were constructed at Conant High School in 2002, as part of an exterior facelift for the school. Construction on an addition at Palatine High School was completed in 2003, adding 24 classrooms to the northeast corner of the building to handle enrollment growth.

On April 5, 2005, District residents approved a referendum resulting in a 40¢ increase in the Education Fund; 25¢ in the spring of 2005 and an additional 15¢ in the fall of 2005. Passage of this referendum avoided approximately \$18 million in program cuts, while assuring the District would remain on sound financial ground for many years to come.

In 2007, additions to Conant and Fremd High Schools were completed, adding new music facilities at both schools. The administration offices at Fremd High School were remodeled. At Hoffman Estates High School, the auxiliary gymnasiums were expanded. Construction included the addition of a locker room, team room, and an elevator.

In 2008, a science addition was completed at Conant High School. Academic additions that included relocation of administration offices were completed at Schaumburg and Hoffman Estates High Schools. An expanded Board of Education meeting room, named in honor of former Board member Anne Koller who served the District for 23 years, was completed at the Administration Center. Renovations also were completed to make the building more accessible, including installation of an elevator and a ground floor entry. Artificial turf was installed in the stadiums at Fremd and Schaumburg High Schools during the summer of 2008, and at Conant, Hoffman Estates, and Palatine High Schools during the summer of 2009. The new turf provided additional curricular and extra-curricular opportunities for all students.

Palatine High School's student cafeteria was renovated during the summer of 2013, modernizing the original from when the school opened in the late 1970s. The school's administrative offices and student services area also were renovated during the summer of 2013 to help provide a better student assistance experience. A similar remodeling project took place at Conant High School during the summer of 2014, renovating the school's administrative offices and student services area. As part of a life safety project, a second floor corridor was constructed at Conant High School during the summer of 2015, connecting the mathematics and science departments.

In spring 2015, renovation to Conant High School's swimming pool facility was completed, including expansion of the pool and upgrades to locker rooms. Similar renovations were completed at Fremd High School in December 2015 and Hoffman Estates High School in January 2016. Pool renovations at Palatine and Schaumburg High School were both finished in early 2017.

Upgrades to Schaumburg and Conant High Schools media centers were completed in 2015, and media center renovations at Palatine and Fremd High Schools were finished in 2016 and 2017, respectively. Hoffman Estates High School media center underwent a partial renovation in 2008-2009, and received additional upgrades in 2018.

During the summer of 2017, Schaumburg High School received \$20 million worth of renovation work, including new student and staff cafeterias, as well as new locker rooms for physical education/athletics. Improvements to Fremd High School athletic fields also were done during the summer of 2017, and completed for use the following summer. This included upgrades to field drainage and irrigation systems, as well as relocating the school's varsity softball field.

Fremd and Schaumburg High School's artificial turf in the stadium was replaced during the summer of 2018 and the running tracks were resurfaced. Conant High School athletic fields also were renovated, including improvements for field drainage and irrigation systems, and fields were ready for use in the fall of 2019.

In December 2017, the Board of Education authorized the sale of 62 acres of undeveloped land in Schaumburg Township between Plum Grove and Summit Roads. The land was originally

purchased in the 1960's for a sixth high school that was never needed. The Board closed on the sale of the land in October 2020 for \$17 million.

Artificial turf in the stadium was replaced at Palatine and Hoffman Estates High Schools during the summer of 2019. Each school's running track also was resurfaced during the summer months. Hoffman Estates High School received major renovation work to restrooms throughout the school. During the summer of 2020, Fremd High School received extensive renovation work to restrooms and locker rooms throughout the school. At Conant High School, artificial turf in the stadium was replaced, and the running track was resurfaced.

District 211 also has two therapeutic special education schools: District 211 North Campus, located in Palatine, and the Higgins Education Center, located in Hoffman Estates. The Higgins Education Center, opened in 2015 and is home to the Adult Transitions Program-South, New Endeavors, and District 211 Academy-South programs. Academy-South was originally founded during the 1975 school year and known as LEAP, Lifeskills Educational Alternatives Program, until changing its name to Academy-South in 2008. District 211 North Campus, formally Academy-North, was founded in 2005, and renamed North Campus in 2016. In addition to housing the Academy-North Program, the North Campus also is home to the District's Alternative Learning Academy. The Adult Transitions Program-North, located at Palatine High School, received a new home in a building built with the assistance of students in the Building Construction program during the 2015-2016 school year, opening with the start of the 2016-2017 school year.

The District 211 Strategic Plan Steering Committee was established in November 2021 to develop a multi-year strategic plan through the thoughtful and purposeful analysis of data, review of current goals and value statements, and direct input from hundreds of stakeholders through a survey and subsequent focus groups. Students, staff, parents and community members comprised the Steering Committee and led their peers in the focus groups, diligently presenting information and gathering valuable feedback. At a special Board of Education meeting on April 14, 2022, Board members reviewed the District's mission and value statements through the lens of data collected and analyzed by the Steering Committee and recommendations from stakeholders, and

subsequently adopted revised policy versions of both that are forward-thinking and aligned with key priorities. The Board of Education adopted the 2022-2027 "211 Forward Together" Strategic Plan in June 2022. The document sets forth 10 key priorities that build on the Board-adopted Academic Goals, Equity Plan and Student Readiness Plan. Each is aligned with goals, indicators, strategies and targets to move the District forward. The intent is a plan that is challenging but attainable, with a District focus that can be applied to each school and keeps student success at the forefront. The Strategic Plan will provide direction for the District and as a guiding framework for priorities to be accomplished in the coming years.

Demonstrating district-wide quality, all five District 211 schools were named among the top in the nation in the United States Department of Education's National Secondary School Recognition Program. Hoffman Estates High School was recognized in 1985, William Fremd High School received the award in 1987, Palatine and Schaumburg High Schools were honored in 1993, James B. Conant High School was recognized in 1996, and both Palatine High School (2000) and William Fremd High School (2019) received their second Blue Ribbon award. That same year, Palatine High School was named a "New American High School" by the United States Department of Education, as one of only 10 schools nationwide to receive that distinction. District 211 schools consistently are recognized among the best in the state and nation by various news organizations and ranking systems, with repeated additional accolades through the years for things like anti-drug programs and the innovative transportation department. Additionally, educators, coaches and sponsors annually earn top awards at the state, regional and national level distinguishing them as leaders in their specific content and athletic areas.

# TEACHER & EMPLOYMENT & RESPONSIBILITIES

## ABUSED AND NEGLECTED CHILD REPORTING ACT

All employees of Township High School District 211 are designated as mandated reporters under the Abused and Neglected Child Reporting Act (Ill. Rev. Stat. 1985, ch. 23, pars. 2051 et seq.) Mandated reporters are required to report or cause a report to be made to the child abuse Hotline number (1-800-25A-BUSE) whenever an employee has reasonable cause to believe that a child, known to the employee in professional or official capacity, may be abused or neglected. The toll-free Hotline number operates 24-hours per day, 7 days per week, 365 days per year. This number is posted in all schools and buildings in the District.

The primary concern of the District is the child's safety and well-being. Since child abuse and neglect is a serious and confusing issue, the District realizes that there is great difficulty in sorting out what can be constituted as child abuse or neglect. We do not expect one person to have to make this determination. This is a role reserved for the Department of Children and Family Services. Any school employee who believes that a case of child abuse or neglect exists should communicate this concern immediately to the number listed above and the administration at their school or facility.

The privileged quality of communication between me and my student, patient or client is not grounds for failure to report suspected child abuse or neglect. If a mandated reporter willfully fails to report suspected child abuse or neglect, the person may be found guilty of a Class A misdemeanor on the first offense.

If a report is made of a suspected case of child abuse or neglect, employees will have complete legal immunity if the report was made in good faith. Employees' names will be kept confidential.

## EMPLOYMENT

### DEFINITIONS (GCA)

- Full-Time Teacher —** An instructor whose primary assignment is teaching and supervision of students on a full-time basis for a school year.
- Substitute Teacher —** A teacher assigned daily to replace a regular teacher who is absent (usually a full day assignment).
- Homebound Teacher —** A teacher whose assignment is teaching a child at home or in a hospital because the child is physically disabled or otherwise unable to attend school.
- Part-time Teacher —** A teacher who is assigned less than the full daily teaching assignment, or who is employed after November 1, regardless of teaching load.

### PERSONNEL FILE (GBL)

All teaching credentials must be renewed and registered, as required, by the individual teacher.

Each teacher's personnel file is maintained at the District administration center. Access to this file is granted to the individual concerned and to those who have a direct responsibility for the evaluation and supervision of the individual. However, all confidential references (i.e. credentials) in the file will be treated as entrusted communication and will be withdrawn prior to examination by the teacher. A teacher who wishes access to his/her file should call the district human resources office for an appointment.

Each teacher is individually responsible for maintaining current data (transcripts, records of credit, and personal information) and for reporting changes as they occur.

### EMPLOYMENT OF RELATIVES (GBCA)

The spouse, domestic partner, children, and near relatives of any employee may also be employed in the same building provided joint recommendation of the principal and Superintendent is given.

**FAMILY/SUPERVISOR ASSIGNMENTS (GBCA)**

In order to avoid a conflict of interest, no employee will have direct supervisory responsibility over a member of his/her immediate family unless both the principal and superintendent agree that an alternate evaluator will be assigned to conduct regularly scheduled evaluations. A “direct supervisor” is a person responsible for conducting regularly scheduled evaluations. “Immediate family” includes spouse, domestic partner, children, grandchildren, father and mother, brother, sister, or grandparents of either the employee or the employee’s spouse/domestic partner.

**FAMILY/SUPERVISOR ASSIGNMENTS (GBCA)**

In order to avoid a conflict of interest, no employee will have direct supervisory responsibility over a member of his/her immediate family unless both the principal and superintendent agree that an alternate evaluator will be assigned to conduct regularly scheduled evaluations. A “direct supervisor” is a person responsible for conducting regularly scheduled evaluations. “Immediate family” includes spouse, domestic partner, children, grandchildren, father and mother, brother, sister, or grandparents of either the employee or the employee’s spouse/domestic partner.

**TEACHER PLACEMENT (GCJ)**

Teachers are assigned to a particular school building by the Superintendent. Occasionally, teachers may be assigned classes in more than one building. Teachers who must use their private automobiles to handle these assignments will be paid a travel allowance at the end of each semester.

**TEACHING ASSIGNMENT (GCJ)**

Class assignments are made by the principal in consultation with the department chair and teacher. The standard teaching assignment will be 300 minutes including 5 classes (and supervision during passing periods) and a supervisory assignment. In addition, teachers may be assigned to chaperone various school functions. Attendance at faculty meetings and appropriate department meetings also is required.

**CLASSROOM RESPONSIBILITIES (GCJ)**

Teachers are to be on duty 15 minutes prior to the opening of school and are responsible for the supervision of their classrooms and the corridor in the area near their classrooms. Students may not be left unsupervised between or during classes except in an emergency, in which case another teacher should be contacted to take over the class, or notice should be given to the main office.

Lesson plans for at least one week in advance are to be in the teacher’s desk or department office at all times. The lesson plan book should contain a class seating chart and indicate the normal class procedure. This information is particularly essential when a substitute teacher is conducting the class.

**ORIENTATION (GCF)**

The principal and department chair are responsible for the orientation of new teachers assigned to their school. Information and general directions for daily operational procedures in addition to the goals, aspirations, emergency procedures, policies, and regulations of District 211 schools are included in the orientation.

**TUTORING (GCQAB)**

Tutoring is defined as teaching privately for pay. No employee may charge a student a fee for any service rendered the student while on school premises or for any teaching services connected with the school system. Tutoring one’s own students for pay is prohibited. Public school buildings may not be used for private teaching for which tuition is charged, either by staff employed by Township High School District 211 or any outside agencies or persons. An exception is made in the music department, where tutors who are not employees of Township High School District 211 are allowed to charge for instruction.

**SUMMER SCHOOL EMPLOYMENT (GCDA)**

Teachers who desire employment in the summer school program may file an application with the summer school director prior to the annually set deadline. Teachers are selected on the basis of previous summer school teaching



experience and the number of years completed in District 211. Preference is given to those who hold a master's degree and those willing to teach the entire summer.

### **SOPPA (JOA)**

The Student Online Personal Protection Act (SOPPA) is a state law governing and protecting the privacy and security of student data when it is shared with and collected by educational technology companies. SOPPA regulates these companies that provide web-based sites, services and online and mobile applications that are used primarily for K to 12 educational purposes in our schools.

Currently, SOPPA provides various prohibitions and responsibilities to these companies. The law has important provisions that prevent companies from engaging in targeted advertising to students, amassing a profile on students, selling or renting student information, or using student information except in limited ways. Additionally, companies must meet certain security requirements when storing student data, delete student data when requested by the district, and maintain a public privacy policy.

SOPPA also places responsibilities on schools, including requiring data-sharing agreements with many of these companies, and gives parents certain rights when it comes to their children's data.

District 211 always uses robust security measures to protect student data. The District has adopted a SOPPA policy governing our implementation of SOPPA and identifying who at the District can enter into data-sharing agreements with vendors. Individuals also can view all outside agreements with District vendors and the data elements subject to being shared with each vendor. For more information and direct links to these details, visit the SOPPA page under the "Parents" tab on the District 211 website, [adc.d211.org](http://adc.d211.org). It will detail the law and the District's role fully.

That page also includes information on how parents can request to inspect and review their student's covered information, and the protocol for the unlikely situation in which data is breached.

For more details about SOPPA, please contact [privacyofficer@d211.org](mailto:privacyofficer@d211.org).

## **RESPONSIBILITIES**

### **RESPONSIBILITY OF SCHOOL PERSONNEL (KA)**

An effective educational program requires the services of men and women of integrity, high ideals and human understanding. To maintain and promote these essentials, all employees of District 211 are expected to maintain high standards in their school relationships. These standards include the following:

- A. The maintenance of just and courteous professional relationships with pupils, parents, staff members and others.
- B. The maintenance of their own efficiency and keeping abreast of the developments in their fields of work.
- C. The transaction of all official business with the properly designated authorities of the school system.
- D. The establishment of friendly and intelligent cooperation between the community and the school system.
- E. The representation of the school system on all occasions so that the contributions of the school system to the community are recognized.
- F. The placement of the welfare of children is the first concern of the school system. Appointments to positions and promotion must be based solely on merit.
- G. Restraint from using school contracts and privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.
- H. Directing any criticism of other staff members or any department of the school system. Such constructive criticism is to be made directly to the particular school administrator who has the administrative responsibility for improving the situation and then to the Superintendent if necessary.

- I. The proper use and protection of all school properties, equipment material.

### **TEACHER RESPONSIBILITIES (GCA)**

A teacher has a variety of responsibilities to various individuals involved in the school process. Specific duties are centralized around students, parents, and other staff members and include:

1. To direct and evaluate the learning experiences of students in both curricular and extracurricular activities and to encourage and motivate students in learning.
2. To provide guidance to students which will promote the student's welfare and proper educational development.
3. To be responsible for absence reporting.
4. To be in attendance on a daily basis.
5. To maintain timely communications and liaison with the parent.
6. To cooperate with and participate in the planning and evaluation of the school program.
7. To take part in the in-service education program of the school system.
8. To provide for the care and protection of school property.
9. To maintain professional working relationships with colleagues.
10. To stay current in subject area and methodology.
11. To perform other duties as assigned.

### **CORPORAL PUNISHMENT AND USE OF PHYSICAL FORCE (JGA)**

The use of corporal punishment shall not be permitted, consistent with Section 24-24 of the Illinois School Code. The Board of Education recognizes that certain circumstances may arise which make it necessary and prudent for a staff member to exercise reasonable physical force in order to maintain safety for students, school personnel or other persons, as permitted by the Illinois School Code. The Board of Education will expect a staff member to use the minimum necessary force to restrain a student for the following purposes:

1. To quell a disturbance threatening physical injury to others.
2. To obtain possession of weapons or other dangerous materials upon a pupil or within the control of a pupil.
3. For the purpose of self-defense.
4. For the protection of persons or property.
5. To maintain order among students.

Any such acts shall not be construed to constitute corporal punishment within the meaning and intention of this policy.

In the incident of a physical altercation between students, staff is expected to:

- Announce yourself as a school staff member and instruct the participating students firmly and loudly to "STOP!"
- If the altercation persists, repeatedly direct students to "STOP!"
- Use a portable phone (if available) to call for immediate assistance. If a portable phone is not available, proceed to nearest emergency call button and notify the switchboard of the incident.
- Remain in the vicinity, maintain presence, and continue to verbally intervene and direct combatants to cease.

### **RESPONSIBILITIES RELATED TO CONTROVERSIAL ISSUES (INB)**

The teacher is responsible both to students and to the community for the manner of handling the study of controversial issues. While no issue, if handled properly, need be considered too controversial for discussion in the classroom, discretion should be exercised and certain factors considered in the selection of a subject for discussion. The teacher, in guiding discussion of controversial issues, must show just consideration for the feelings of all students.

If the issue to be discussed clashes with community customs and attitudes, the teacher must be sure that the issue is studied and discussed in a responsible manner.

The teacher must develop a classroom climate conducive to the freedom of expression and must see that all sides of the issue under discussion are fairly represented. (For example: the study of social issues will often necessitate the use of materials written from extreme as well as moderate viewpoints.) It is the responsibility of the teacher to allow for free exchange of ideas and views and to avoid indoctrination of his/her own philosophy in the classroom.

Guidelines for determining whether a controversial issue or material should be presented in the context of an educational experience for a class or an individual student are as follows:

1. Is the issue or material within the maturity level of the students and within their area of interest?
2. Can the concepts of the lesson being taught be presented differently or with different materials of equal quality, but with less controversy?
3. Is the issue being presented of social significance, is it timely for this course and grade level, and will the information acquired about it be of continuing usefulness?
4. Is the issue one for which adequate study materials can be readily obtained in order to present the subject from all its aspects?
5. Can adequate time be allocated to the study to justify its presentation and assure its effectiveness?
6. Have community customs and attitudes been considered?
7. Is the issue one which the teacher feels capable of handling successfully from a personal standpoint?

Weighing the answers to these questions will enable a teacher to make a rational judgment as to the propriety of presenting controversial materials or issues to a class of students. Obviously, the decision is subjective, and the teacher must decide whether the concepts to be presented are important enough to the educational experiences of the students to outweigh the expense of possible criticism and attack from some segments of the public.

Careful consideration of these guidelines and consultation with the department chair and principalship will give foundation to a teacher's decision to teach the issue and will provide a solid rebuttal to any complaints that may be filed.

The procedure for addressing complaints is as follows:

Instructional materials are available for review. Should the parents of a student feel that instructional material to be used in a classroom is not appropriate for their child, they may arrange a meeting with the classroom teacher to review possible alternative materials or lessons for their child.

- A. Should a parent of a student wish to challenge the appropriateness of instructional materials for students in general under the Guidelines for the Evaluation of Instructional Materials, they shall file with the Principal a completed signed form giving the exact nature of the concern. Forms for this purpose are available from the Principal's office. If a concern is raised directly to a teacher, administrator, the Board of Education as a whole, or to a Board member as an individual, it shall be referred back to the Principal.
- B. Upon receipt of a written signed concern, the Principal shall conduct an investigation to evaluate the concern. During the investigation, the Principal may include a teacher and department chair in the review process. The Principal will make an effort to explain the situation and settle the concern in this first level of contact.
- C. If the individual raising the concern is not satisfied by the Principal's review and response and wishes to continue to advance their concern following the Principal's review and explanation, then the concern may be forwarded for review by the Assistant Superintendent for Curriculum. The assistant superintendent responsible for curriculum will review the concern and report his/her findings to the complainant, the principal, and the Superintendent.
- D. Should the individual raising the concern not be satisfied at this level, a Board of Review, consisting of three District 211 faculty from three schools chosen by the Administrative Council, will be convened to study the matter and report its findings to the complainant, the principal, and the Superintendent.
- E. If the individual raising the concern requests further consideration, the Superintendent will notify the Board of Education and schedule a hearing. The Board of Education may select a hearing officer who is not assigned

to nor connected with the same school building to which the complaint is made. If a hearing officer is used, the hearing officer will prepare a report for the Board of Education. The Board of Education may, at its option, conduct the hearing. At its next regularly scheduled meeting, the Board of Education, on the basis of the hearing, may take any action it deems appropriate.

### **RESPONSIBILITIES RELATED TO POLITICAL ACTIVITIES (GBG,KA)**

The Board of Education recognizes the rights of its employees, as citizens, to engage in political activity. However, no employee shall engage in political activities while on duty or while at work, which includes any property under the jurisdiction of the school district. No employee of the school district may use his or her official position of employment to coerce or inhibit others in the free exercise of their political rights. In off-duty hours, employees have the same right as all other persons to participate in political activities.

### **PROFESSIONAL SERVICE RECOMMENDATIONS (KA)**

Occasionally school personnel may be requested by parents to recommend someone to perform a professional service other than tutoring. It is unethical for school personnel to make personal recommendations. Persons making such requests should be directed to the proper professional association for advice.

### **FIELD TRIPS (IIICA)**

Field trips, carefully selected, can be a worthwhile medium of learning. However, because the particular medium affects so many other aspects of the total educational process, careful consideration of the following items is imperative.

The field trip:

1. Is necessary to achieve essential course objectives.
2. Compensates for missed instructional time from other classes for students and teachers.
3. Justifies the energy consumption.
4. Justifies the cost of a bus driver, substitute teacher, etc.

Field trips must be (1) approved by the curriculum committee, and (2) be listed in each department's approved budget. Teachers are encouraged to bring community learning resources into the school as an alternative to field trips.

# PAYROLL, HEALTH & INSURANCE

## PAYROLL POLICY

### **PAY DAY**

Salary checks will be issued on the 15th and the last day of each month. When these days fall on a Saturday or Sunday, checks will be issued on the preceding Friday. When these days fall on a holiday, checks will be issued on the day preceding the holiday (except May when checks are issued on last of school per contract) on which the district is open.

### **PROCEDURE FOR PAY DEDUCTION (GCBF)**

When calculating the daily rate of pay for teachers, it will be based on a contract year of 184 days and on the base salary excluding extra pay for extra-duty assignments. The 184 days represents the number of days required to be scheduled in the school calendar.

### **DEDUCTIONS (DLB)**

Payroll deductions may be used for annuity contributions, health/dental insurance premiums, Health Savings Accounts (HSA), Flexible Spending Accounts (medical & dependent care), supplemental life insurance premiums, approved charitable contributions, Credit Union deposits and Union dues.

## HEALTH POLICY

### **HEALTH INSURANCE**

The District offers comprehensive health insurance plans for employees that work at least four hours a day, five days a week or for licensed employees who work at least half time (0.5). For licensed employees less than half-time insurance may be purchased at the COBRA equivalent rate.

### **DENTAL INSURANCE**

The District offers dental insurance for employees that work at least four hours a day, five days a week or for licensed employees who work at least half time (0.5). For licensed employees less than half-time and non-licensed employees less than full time, dental insurance may be purchased at the COBRA equivalent rate.

### **WELLNESS AND PREVENTATIVE SCREENINGS**

Employees eligible for District health insurance are eligible to participate in the District's wellness program. Employees that participate in the annual wellness screenings are eligible for a wellness credit that is applied directly to their annual insurance premium rate.

### **FLU SHOTS**

Flu shots are provided for District 211 employees. The shots are given prior to the flu season by the nurse in each building. The inoculation date will be announced by the principal and/or nurse.

### **LIABILITY INSURANCE (GCBC)**

Liability insurance in the amount of \$30,000,000 is provided for all District employees for negligent acts that they may commit in connection with the operation of the schools and that result in injury to a person or property.

Employees who operate school owned vehicles for school business are provided public liability and property damage insurance for negligent acts in the amount of \$30,000,000.

### **LIFE INSURANCE**

The District provides basic life insurance coverage to all licensed employees and all full time non-licensed employees in the amount of one time the individual's annual base salary rounded up to the next \$1,000, with a

minimum benefit amount of \$50,000. Basic life insurance coverage amounts reduce by 50% at the age of 70. If you are eligible for basic life insurance, you have the opportunity to purchase additional life coverage for yourself and your dependents at group rates.

### **LONG-TERM DISABILITY**

The District provides long-term disability insurance to all licensed employees who work at least half time (0.5) and all full time non-licensed employees. The benefit provides up to 60% of his/her annual base salary with a benefit waiting period of 180 days. If approved, this benefit would begin on the 181st day of the disability and will be coordinated with the TRS or IMRF disability plan.

### **DEATH BENEFIT**

Faculty members who die at anytime in a school year between the first day the employee is to report to work and the final day of work for that school year for that employee, the remaining base salary for the regular school year that has not been paid to the employee shall be paid to the spouse and/or estate in a manner that grants the spouse and/or estate payment on a desired timeline. In addition, if the faculty member was enrolled in a District health insurance plan and qualified beneficiaries elect to continue that insurance coverage pursuant to COBRA, the District shall not charge the qualified beneficiary the COBRA premium for that plan for one calendar year from the date of the employee's death.

*Please refer to the Master Contract for additional benefit information.*

### **GRADUATE WORK REQUIRED (GCG)**

New teachers holding a BA degree are required to obtain six semester hours of acceptable credit towards a MA degree in the period of employment prior to tenure consideration. Failure to do so will result in termination of employment. Graduate credit within one's teaching field that was obtained one year prior to joining the district may apply toward the six hour tenure requirement, with the approval of the Superintendent.

Teachers with MA degrees are exempt from the six hour graduate credit requirement but are expected to continue professional growth through further graduate study.

### **GRADUATE WORK AFFECTING SALARY LEVEL (GCG)**

New, but experienced, teachers with a MA degree may count post MA graduate courses, obtained within the three years prior to employment in the district, toward the MA +30 salary level, with the approval of the Superintendent. Persons who obtain a MA degree, MA +30, or MA +30/+12 (with 25 years experience) must notify the personnel office in writing. This office will verify the degree and initiate procedures for salary adjustments.

Persons reaching the MA, MA +30, or MA +30/+12 (25 years) salary levels during the summer or second semester of the school year will have salary levels adjusted the following school year. All coursework to be applied for salary advancement must be completed prior to the start of the current semester in order to be credited in the current semester. All salary advancement for coursework completed after the start of the current semester will be applied in the following semester. Teachers earning a MA degree, MA +30, or MA +30/+12 (25 years) during the first semester of the year will be moved to the master's, MA +30, or MA+30/+12 (25 years) pay schedule effective second semester. Appropriate per diem pay for the BA-MA, MA-MA +30, or MA+30-MA +30/+12 (25 years) differential will be paid during the second semester.

Courses taken by staff members, other than physical education instructors, which are oriented toward extracurricular activities or coaching will be limited to six hours of graduate credit for advancement toward the MA +30 lane on the salary schedule.

# PROFESSIONAL GROWTH & TENURE

## TUITION REIMBURSEMENT *(GCBC)*

Teachers who earn graduate credits in college and university courses recommended by the principal and approved by the Superintendent shall be reimbursed at the annual approved rate to the extent of tuition paid for the courses in cases where: a.) individual participation in the course has been recommended by the principal; b.) the course was approved by the Superintendent prior to the first day of class; and c.) a grade of “B” or higher was earned. A paid receipt for tuition and an official transcript of credits earned will be required in connection with each claim for reimbursement. All courses must be approved in advance. Application forms are provided for this purpose.

The following guidelines apply to courses approved for tuition reimbursement.

1. No course will be approved for tuition reimbursement if it involves release time.
2. Generally, courses qualifying for tuition reimbursement will be those which coincide with the normal university’s calendar.
3. Teachers will be limited to a maximum of six (6) graduate hours each semester during the school year and 15 graduate hours during the summer.
4. Graduate courses which do not coincide with the normal university’s calendar will be considered as clinics. The following exceptions will be made to this guideline:
  - a. Courses sponsored by District 211.
  - b. Courses endorsed by the Administrative Council which are sponsored through a local education cooperative or a university.
  - c. Courses approved as exceptions will be expected to meet a minimum of 10 classroom hours per semester credit.
  - d. During university summer sessions, courses offered in condensed time periods will not be considered clinics, with the exception of one-day courses, which will be considered as clinics.
5. Teachers will be limited to six (6) semester hours of clinics.
6. Teachers will be limited to a maximum of six (6) hours of courses oriented toward extracurricular activities or coaching, except for physical education teachers.
7. Teachers will be limited to a maximum of twenty-one (21) semester hours of on-line (Internet) graduate courses.
8. Master’s degrees must be earned in the teacher’s major subject field or in the teaching of that subject. However, the Superintendent may approve work outside of the teacher’s subject for tenured teachers. These credits must be recommended by the department chair and principal before being submitted to the Superintendent for final approval.

The procedure for obtaining tuition reimbursement is:

1. Secure the pre-approval form from the office of your principal.
2. Read, complete in full, and sign the form.
3. Submit the form prior to the start of the graduate coursework to the following: department chair, principal, Superintendent.
4. The Superintendent’s office will notify you if the request has been approved or disapproved and, if disapproved, for what reason. The request will be filed in the Human Resources Office.
5. Upon enrollment in the course(s), the teacher must send the original receipt of tuition paid for the specific course(s) to the Human Resources Office. Failure to do so before completion of the course(s) will cancel the reimbursement process.
6. After successful completion of the course(s), the teacher must send an official transcript to the Human Resources Office. Transcripts must be received no later than three months after the completion of the course. Failure to do so will cancel the reimbursement process.

7. Reimbursement shall be made for any approved course within 30 days of submission to the Human Resources Office of a paid tuition receipt and an official transcript showing a course grade of “B” or higher.
8. Teachers who reach the MS, MS + 30, or MS +30/+12 level should notify the Human Resources Office in writing. The Human Resources Office will verify the degree and initiate the proper forms in order to adjust the teacher’s salary.

In the case of leave of absence for one year to secure a degree, the District will make payment, if course work is pre-approved, for one-half the tuition reimbursement rate on October 15 of the year returning and the balance on October 15 of the following year, should the teacher elect to return to the District. For information on professional growth and tuition reimbursement related to leaves of absence and sabbatical leaves, refer to **LEAVES & SEPARATION POLICY**.

### **TUITION RESTITUTION**

Faculty members shall agree in writing to provide full restitution for the amount of tuition reimbursed during the preceding four-year period if he or she unilaterally terminates his or her employment with the District.

A licensed staff member, occupational therapist or physical therapist shall provide full restitution for the amount of tuition reimbursed during the preceding four year period if he or she unilaterally terminates his or her employment with the District. A teacher assistant, non-certified nurse, or sign language interpreter shall agree in writing to provide full restitution for the amount of tuition reimbursed during the preceding two year period if he or she unilaterally terminates his or her employment with the District.

### **DEPARTMENT CHAIR (GCAB/CDEH)**

- A. To be considered for the position of department chair, a person must have a master’s degree and possess an administrative, principal or teacher leader endorsement. If the candidate does not possess an administrative, principal or teacher leader endorsement, the candidate must be enrolled in a principal or teacher leader preparation graduate program.
- B. Upon being recommended for the position of department chair, a person must complete any State- required evaluation training and graduate-level principal or teacher leader coursework within the time-frame stated.

### **ATTENDANCE AT MEETINGS (GC)**

Faculty attendance at meetings of professional associations is encouraged. Each department has a budget for this purpose and is administered by the principal within school policy.

Generally, no one except the department chair attends national meetings unless they are held in the Chicago area. The department chair shall work closely with the principal to avoid a large number of teachers attending meetings at the same time. Attendance at meetings where money is needed in advance or where travel tickets must be purchased require a notification to the district business office no less than a month in advance of the event. Where auto transportation is used, the district requires that teachers travel together to reduce the cost.

### **PROMOTION (GCO)**

When positions become available, the most qualified person will be selected. Promotion of qualified personnel within the district is encouraged.

### **TENURE (GCG)**

Teachers who were first employed by the school system full-time after January 1, 1998, either as beginners or with previous teaching experience, are eligible for tenure 45 days prior to the end of their fourth year of teaching.

New teachers holding a BA degree are required to obtain six semester hours of credit towards a MA degree during the years prior to tenure consideration. Failure to do so will result in termination of employment (see page 25, “Graduate Work Required”). Teachers holding a Master’s Degree are exempt from the six semester hours graduate school requirement.

Tenure is granted on the basis of professional performance and a favorable evaluation by the principal and department chair in the areas of teacher attitude, competence in the instructional process, and professional interest and growth.\*

\* For information on the evaluation procedure of all teachers, refer to **TEACHER EVALUATION DOCUMENT**.



# ABSENCE, LEAVES & SEPARATION POLICIES

## **ABSENCE MANAGEMENT**

District 211 uses an automated service called Absence Management to record leaves and manage substitute assignments within the district. This service utilizes both the telephone and the Internet through which staff can report absences 24 hours a day, 7 days a week. If an emergency arises after 10 p.m. or before 5:30 a.m., notify your immediate supervisor.

Staff members should submit all requests for leaves through Absence Management by reporting their absence using the online system <http://www.aesoponline.com>, the Frontline mobile app, or by calling the toll-free number at 1-800-942-3767.

Through the website, staff are able to enter absences, review absences, update personal information, and exercise other features such as uploading lesson plans for substitutes and providing feedback to the district about substitutes.

## **ILLNESS, ACCIDENT, INJURY POLICY (GCBD)**

An employee who has been absent from work for two weeks or longer because of illness or injury must have the attending physician submit a medical release before returning to work. If there are any limitations on workload, these are to be stated.

The medical statement of the physician for the employee to return to work releases the district of any liability or responsibility in the area of that particular accident, injury or illness.

## **GENERAL ABSENTEEISM (GCBD)**

District employees are expected to assume diligent responsibility for their attendance. If unable to work because of illness, employees are expected to notify their supervisor before the beginning of the work day on each day of absence.

If an employee is absent for more than three consecutive work days, a statement from a physician may be required before he/she will be permitted to return to work. If an employee is absent for more than three consecutive work days, the District may also require an employee to be examined by a District-designated physician at its discretion. When the District requires an examination by a physician of its own choosing, it will pay for such examination.

Employees who fail to provide proper notification for absences will be subject to disciplinary action, up to and including discharge. Employees who exhaust the District's sick leave benefits and continue a pattern of sporadic or continuous absence that exceeds six (6) months may be subject to disciplinary action, up to and including discharge.

## **LEAVES OF ABSENCE (GCBD)**

Upon the recommendation of the principal and Superintendent, the Board of Education may grant a leave of absence, without pay, to tenure teachers for professional study. The tuition reimbursement policy applies to teachers on such leave. Applications must be submitted to the Superintendent by March 1.

Reimbursement for one-half of the approved rate of the tuition charges will be paid in October of the year the teacher returns and the remaining half the following October.

The employee will notify the Human Resources Office by March 1 of the leave year of intent to return to the District the following year. The leave year will not count as experience in contractual consideration.

## **SABBATICAL LEAVE (GCBD)**

The Board of Education may grant a sabbatical leave of one year for the purpose of self-improvement and benefit to the school system. A faculty member who has taught six years or more in the District is eligible if an application is submitted to the Superintendent by March 1. The application must be approved by the principal, the Superintendent, and the Board of Education.

Personnel on sabbatical leave shall receive the amount of their base salary minus deduction for the pay of a replacement teacher's service. The salary after deduction shall not be less than the minimum established in the Illinois School Code or one-half the basic salary, whichever is greater. The Board of Education will continue to provide the standard health and life insurance contribution and pay the employer's retirement fee. Tuition expenses will not be reimbursed.

Scholarships may be accepted, but any type of employment during the leave must be approved by the Superintendent.

If an employee changes plans after arrangements for leave have been made and a substitute has been hired, the employee loses seniority rights and agrees to wait one year to return to District 211, unless another vacancy occurs.

The employee agrees in a contract to return to the District for two years after the leave. The employee will be given an assignment as nearly equivalent as possible to the one occupied before the leave. The leave year will be considered to be a year's service in contractual consideration. Failure to comply with the contract terms will affect the sabbatical salary compensation.

The employee will notify the Human Resources Office by March 1 of the sabbatical year of intent to return to the District the following year.

### **EMERGENCY LEAVE**

Unit members shall be granted emergency leave. However, the unit member is expected to demonstrate discretion and professional ethics in requesting such leave. Emergency leave will not be granted with pay for unit members who request use of such days for activities related to business interests unrelated to their employment in the District. Application for leave must be made in writing and submitted through the principal to the Superintendent. In cases where two (2) unit members are married or are domestic partners, incidents qualifying for emergency leave may be granted to both unit members if the emergency requires both members to be present to address the situation and is subject to administration approval. Approved emergency leave will not result in a loss of pay or accumulated sick leave. Conditions under which the Superintendent shall grant emergency leave are:

1. A crisis evolving from the destruction of the staff member's personal property. Examples: flooding, tornado, fire, theft, sudden and catastrophic failure of furnace or water heater.
2. Legal proceedings necessitating the staff member's presence, the date of which the staff member does not control. Examples: jury duty, court appearance, adoptions.
3. Observance of major religious holidays.
4. A community service, governmental function, or honorary ceremony in which the staff member is extended specific personal recognition. Examples: outstanding teacher award, part of the official party at a dedication ceremony, a specific request from a government committee to testify before it.

On or about the first day of each school year, the Superintendent or principal shall provide the Union building representative a list of reasons for which emergency leave was granted or denied for the prior school year, provided that neither the Superintendent nor the principal need disclose a reason if such disclosure violates confidentiality.

The examples given in the above categories are not meant to be limiting; rather they are meant to aid in understanding the categories. An individual or the Union may appeal the decision directly to the Superintendent if a request for leave is denied. The decision of the Superintendent is final and not subject to the grievance procedure.

### **BEREAVEMENT LEAVE**

According to the collective bargaining agreement, up to five (5) days of leave for each incident of death in the immediate family shall be allowed. Immediate family, as defined in school code 105 ILCS 5/24-6, shall include parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians of either the employee or the employee's spouse/domestic partner. Bereavement leave does not need to be continuous days. One (1) day of leave for each incident of death shall be allowed for aunt, uncle, niece or nephew. The unit member shall notify the supervisor as soon as possible to implement the use of bereavement leave. Employees may provide written rationale and request bereavement leave for individuals not listed above or for an additional day(s) of leave in extenuating circumstances for any of the family members listed above. Granting

of such leave will be at the discretion of the Superintendent. In the case a request is denied, the Superintendent will provide a written rationale to the unit member and copied to the Union President.

### **PERSONAL LEAVE**

According to the collective bargaining agreement, each full-time teacher shall be entitled to four (4) days of personal leave during each school year to deal with matters that cannot be completed during non-school days or hours. No more than two (2) personal days may be taken during any three (3) consecutive work days. Staff members shall notify their supervisor/principal in sufficient time to permit coverage of staff member's responsibilities. Such leave shall not be available on days immediately prior to or after school holidays, and shall not be available during the first or last week that school is in attendance, provided that personal leave may be used during the first week of school to transport children to an institute of higher learning. Unused personal leave shall be accumulated as sick leave. Application for leave must be made and submitted through absence management for approval.

### **LEAVE FOR OUT-OF-DISTRICT PROGRAMS (G CBD)**

Release time to participate in out-of-district programs may be granted by the superintendent. If approved, the staff member may be given a choice of being paid for the time missed and turning over to the district any honorarium payment less travel, or taking a pay dock for the time missed and keeping the honorarium received.

### **JURY DUTY (G CBD)**

After due notice, the superintendent may grant leave at full pay for a staff member to be absent from assigned responsibilities for the purpose of fulfilling jury duty.

### **LEAVING SCHOOL GROUNDS (G CBD)**

Teachers who must leave the building during the day should check out at the school office. The use of a preparation period for business outside the school should be limited. During preparation periods, teachers are expected to be in the department office or the teacher's lounge.

## **SEPARATION POLICY**

### **RESIGNATION (G CPB)**

Employees who for any reason intend to resign or who intend to retire are encouraged to indicate their plans to the Superintendent as soon as plans become firm and the decision to leave the district is made. Resignations become effective at the end of the school year in which they are submitted. Resignations to become effective earlier than at the end of the school year require a release by the Board of Education and must be considered on an individual basis. A resignation which is intended to become effective before the end of the school year shall become irrevocable upon tender to the Superintendent until acted upon by the Board of Education. Resignations are to be directed to the Superintendent.

### **DISMISSAL (G CPD)**

Licensed personnel are dismissed only after reasonable efforts to assist the employee to achieve standards of professional competence have been undertaken. \*

Procedures for the dismissal of licensed employees are governed by state law and all actions of the school district and the Board of Education, as well as the rights and privileges of employees, are identified in the Illinois School Code.

*\*Refer to TEACHER EVALUATION DOCUMENT*

# SOCIAL MEDIA AND ELECTRONIC COMMUNICATION (GBAD)

The District recognizes that social media and electronic communication may be useful tools for employee /student/ parent/community communication about educational matters. Although the rise of media and communication tools creates opportunities for communication and collaboration, it also creates responsibilities for District employees.

Forms of electronic communication covered include, but are not limited to, communication via: telephone, text messaging, electronic mail, facsimile, instant messaging, digital communication, and social media. Communication types may also include text, audio, video, images or other multimedia formats. Personal technology devices refer to any electronic or application that is not owned, leased or provided by the District.

Employees using any form of social media or electronic communication must abide by all District policies and legal requirements. Employees may not:

1. Disclose student record information;
2. Engage in any communication or activity which violates any District policy;
3. Create, post or transfer any discriminatory, confidential, threatening, libelous, obscene or slanderous comments about the District, its employees, students, parents, or community members;
4. Publicize, disclose, distribute or post any material or communications which cause, or can be reasonably expected to cause, substantial disruption of the school environment, including communications which:
  - a. Contain sexual content, or which are sexually explicit or sexually provocative;
  - b. Exhibit or advocate the use of illicit drugs or illegal use of alcohol;
  - c. Are harassing, threatening or discriminatory, in violation of the District's anti-harassment and anti-bullying policies.

Employees assume all risks associated with the use of personal technology, social media, and electronic communication. Improper use of personal technology, social media or electronic communication for District – or school – related purposes or in a manner that is considered to have nexus to the District or school is subject to disciplinary action in accordance with existing board policies.

All employees will be subject to disciplinary consequences for violations of this policy. Employees who violate this policy may be responsible for any losses, costs or damages, including reasonable attorney fees incurred by the District relating to or arising out of any violation of this policy.

## GUIDELINES FOR AUTHORIZED USE OF SOCIAL MEDIA AND ELECTRONIC COMMUNICATION

### DEFINITIONS

These guidelines apply to the use of social media and electronic communication. Social media involves the use of technology to communicate and collaborate with others. Forms of electronic communication covered under these guidelines include, but are not limited to, communication via: telephone, text messaging, electronic mail, instant messaging, and social media. This document will provide guidelines that will help you use social media effectively and appropriately.

### BASIC PRINCIPLES

There are four basic principles to guide the use of social media and electronic communications.

1. Communication should be transparent and readily available to others.
2. Communication should be professional and for legitimate educational or extracurricular reasons.
3. Communication must not include private or confidential information about other students or staff.
4. Communication must follow all local, state, and national guidelines including the Child Internet Protection Act (CIPA) and all copyright laws.

## PRIVACY

Any information that is accessible to the public must meet the terms of the District's student records policies and the Illinois School Student Records Act. No personally identifying information may be made accessible to the public unless authorized by the parent via the necessary publicity approval and consent forms. Staff members can access a list of those students who should not appear in any public format from the student services director or activities director.

## GUIDELINES

The following guidelines will help you to use social media in a responsible and appropriate manner. These guidelines are designed to raise awareness of responsible electronic communication methods and to protect the safety of all District 211 students, parents and staff members. The guidelines do not state every possible use or misuse of social media, but they serve as a reference to guide the professional use of social media and electronic communication in the classroom and across the District.

- 1. Maintain separate accounts.** Use separate accounts for your personal social networking purposes and your professional purposes. On your personal social networking page, you are encouraged to post a statement explaining that your personal views do not necessarily reflect the views of District 211.
- 2. Privacy settings.** On your personal page, make your privacy settings as strict as possible and review your privacy settings regularly to make sure they have not changed. Do not allow public access to your personal page.
- 3. Friend requests.** It is not acceptable to be online friends with current students. If you decide to accept friend requests from former students and alumni, do so only from people who are no longer enrolled in high school and who are 18 years old or older. It is recommended to remove former students who have younger siblings attending a District 211 school.
- 4. School-related material only.** Teachers should use Schoology, the district-sanctioned learning management system, for the purpose of extending a classroom or activity, providing additional resources, or engaging students in school-related exchanges.
- 5. Professionalism.** Always be professional on your site, including the words you write and the pictures and links you post. Students, their parents, your colleagues, and members of the community may all have access to your site at some point, either by participating or viewing your site or when someone forwards a screenshot or email to them.
- 6. Model appropriate behavior.** Model the positive behaviors you want students to exhibit. While it is easy to act informally in an online forum, be aware that proper conduct, communication and behavior is necessary in the classroom and online.
- 7. Content.** Content should adhere to all district policies and guidelines.
- 8. Disclosure of protected information.** You should-not disclose any information on your site that is protected by privacy laws or records regulations or that would violate copyright laws. You should not post or share any information that was obtained as a result of your role in the District as this is confidential.
- 9. Copyright.** Do not place copyrighted materials online - including music, videos, and photos-- that were not created by you, even if you purchased the material legally.
- 10. Fan pages.** It is best practice when using public social networking sites, such as Facebook, to create a "Fan Page" for a class, team, or club where students can become a fan of the page. All interaction for Fan Pages occurs in public view. Do not "friend" students. Instead, allow them to become "fans" of your class, team, or club page.
- 11. Monitor comments.** Monitor your site for appropriate posts and take any needed action immediately, including the deletion of inappropriate posts. You cannot prevent students from saying unacceptable things, but you can teach them proper behavior. You may need to define expectations for communicating online and students may be subject to disciplinary consequences for inappropriate comments posted on a social media site. Your site should be free from any confidential information, discriminatory, obscene, libelous, slanderous or threatening remarks.

- 12. Enforce school rules.** Students should be aware that a social networking site is an extension of the school. There is no place for bullying, inappropriate comments, offensive photos, anything else that will hurt another student, impede the learning process or violate the student code of conduct.
- 13. Keep all communication public.** Sending messages to individual students is highly discouraged except when the messages are directly related to school activities.
  - a. Posts.** Students can post on your page and you can respond to those posts, but maintaining public transparency helps to protect both staff members and students.
  - b. Email.** Emailing students from your District 211 account to the student's District 211 account is acceptable.
  - c. Texting and/or private messaging.** Individual texts or private messages between staff and students using personal accounts are unacceptable methods of communication.
- 14. Respond immediately to inappropriate student messages.** If you receive an inappropriate text message or post from a student, you should notify one of the administrators in your school. It is best to record the inappropriate information for review by printing the page, taking a screen-shot of the page, or securing a copy of the text. Once the information is recorded, delete or disable any offensive or inappropriate message that can be viewed by others. Inappropriate text messages sent to you by a student should not be deleted unless you are given clearance after review by an administrator. The administrator will need to review the inappropriate information and determine the next course of action.
- 15. Non-public sites.** Using a non-public, District 211 portal that is open only to District 211 students and parents is encouraged. This protects the privacy of your students and your content.
- 16. Use your actual name.** Do not use a pseudonym or nickname on your site or in communication with students or parents. You should always represent yourself.
- 17. Student images.** Student images should not be used on your personal social networking sites. Any pictures of students that are posted on your professional social media site should comply with the privacy standards described previously.

# ELECTRONIC TECHNOLOGIES ACCEPTABLE USE

## I. PURPOSE

The purpose of this procedure is to set forth parameters and guidelines for access to all electronic technologies housed in, operated by or associated in any way with Township High School District 211.

The District's electronic networks and technology, including Internet access, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation and communication. These guidelines apply to the use of the District's electronic networks and technology for both District-issued electronic devices and personal electronic devices owned by students or staff members.

Employees are expected to use technology that is necessary to perform the duties of their position. Employees who fail to adhere to District policy or administrative procedures are subject to disciplinary action in accordance with their collective bargaining agreement or contract. Disciplinary action may include suspension or withdrawal of Internet or email access, payment for damages or repair, termination and referral to civil or criminal authorities for prosecution.

## II. GENERAL STATEMENT OF PROCEDURE

In making decisions regarding employee and student access to the District's computer network, electronic technologies and Internet usage, the District considers its own educational mission, goals and strategic direction. Access to the District's computer network and Internet enables students and employees to explore libraries, databases, web pages, other online resources, and exchange information and communicate with people around the world. The District expects its instructional staff to blend thoughtful use of the District's computer network, educational technologies and the Internet throughout the curriculum to improve instruction and learning, and to provide exemplary guidance to students about responsible digital citizenship.

## III. EDUCATIONAL PURPOSES

The District provides access to the District's electronic technologies to students and employees for specific educational purposes. Students and employees are expected to use electronic technologies to further the District's educational mission, goals and strategic direction. Students and employees are expected to use the District's electronic technologies to support classroom activities, educational research or professional enrichment and effectiveness.

Use of the District's electronic technologies is a privilege, not a right. Misuse of the District's electronic technologies may lead to discipline of the offending employee or student. The District's network, an educational technology, is a limited forum; the District may restrict participation for educational or safety reasons.

## IV. GUIDELINES IN USE OF ELECTRONIC TECHNOLOGIES

- A. Electronic technologies are assets of the District and are protected from unauthorized access, modification, destruction or disclosure.
- B. The District reserves the right to monitor, read or copy any item on or connected to the use of the District's electronic technologies, including its network.
- C. Students and employees will not vandalize, damage, disable, hack or attempt to hack into any electronic technology or system used by the District.
- D. By authorizing use of the District's electronic system or devices, including the electronic network, the District does not relinquish control over materials on, or connected to, the system or contained in files on the system or District-owned or operated devices. Users should not expect privacy in the contents of personal files on the District system.
- E. Routine periodic maintenance and monitoring of electronic technologies, including the District network, may lead to a discovery that a user has violated this procedure, another school District procedure, or policy or the law.

## V. UNACCEPTABLE USES OF ELECTRONIC TECHNOLOGIES AND DISTRICT NETWORK

The following uses of the electronic technologies and District network (“electronic technologies”) are considered unacceptable:

- A. Users will not use the District’s electronic technologies to access, review, upload, download, complete, store, print, post, receive, transmit or distribute:
  1. Pornographic, obscene or sexually explicit material or other visual depictions;
  2. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or sexually explicit language;
  3. Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
  4. Materials that use language or images that advocate violence or discrimination toward other people or that may constitute harassment, discrimination or that threatens the safety of others;
  5. Storage of personal photos, videos, music or files not related to educational purposes;
  6. Any image, message, photo, file or other electronic content that may violate District policy or procedure;
  7. Online gambling.
- B. Users will not use the District’s technologies to create, access, upload, download, post, receive, transmit or distribute any form of audio- or video-recording of students or staff members, or the public distribution of any such recording, without the full, knowledgeable consent of the individual being recorded.
- C. Users will not use the District’s electronic technologies to knowingly or recklessly create, post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- D. Users will not use the District’s electronic technologies to engage in any illegal act or violate any local, state or federal laws.
- E. Users will not use the District’s electronic technologies for political campaigning.
- F. Users will not use the District’s electronic technologies to vandalize, damage or disable the property of another person or organization. Users will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses, engaging in “spamming” or by any other means. Users will not tamper with, modify or change the District system software, hardware or wiring, or take any action to violate the District’s security system. Users will not use the District’s electronic technologies in such a way as to disrupt the use of the system by other users.
- G. Streaming media (Movies, Music, Podcasts, ebooks, etc) for personal use consumes network resources and should be limited.
- H. Users will not use the District’s electronic technologies to gain unauthorized access to information resources or to access another person’s materials, information or files without the implied or direct permission of that person.
- I. Users must not deliberately or knowingly delete or modify a student or employee file without the owner’s permission.
- J. Users will not use the District’s electronic technologies to post information in public access areas regarding private or confidential information about another person. Private or confidential information is defined by Board policy, state law and federal law.
  1. This paragraph does not prohibit the posting of information to contact an employee using District issued resources, such as a work phone number or email address.
  2. This paragraph does not prohibit communications between employees and other individuals when such communications are made for legitimate education reasons or personnel-related purposes (i.e., communications with parents or other staff members related to students).
  3. This paragraph specifically prohibits the use of the District’s electronic technologies to post private or confidential information about another individual, employee or student on social networks.



- K. Users will not attempt to gain unauthorized access to the District's electronic technologies or any other system through the District's electronic technologies, attempt to log in through another person's account or use computer accounts, access codes or network identification other than those assigned to the user. Users must keep all account information and passwords private.
- L. Messages and records on the District's electronic technologies may not be encrypted without the permission of the District's chief technology officer.
- M. Users will not use the District's electronic technologies to violate copyright laws or usage licensing agreements:
  - 1. Users will not use another person's property without the person's prior approval or proper citation;
  - 2. Users will not download, copy or exchange pirated software, including freeware and shareware; and
  - 3. Users will not plagiarize works found on the Internet or other information resources.
- N. Users will not use the District's electronic technologies for unauthorized commercial purposes or financial gain unrelated to the District's mission. Users will not use the District's electronic technologies to offer or provide goods or services, or for product placement.

## **VI. SOCIAL MEDIA**

- A. The use of social media to communicate with students provides employees with unique advantages not available in the past. Social media can also lead to miscommunication between students and staff if used incorrectly. The District has an approved school board policy surrounding the use of social media and other forms of electronic communication. The Board of Education policy and the accompanying social media guidelines provide a means to help protect teachers and students in the responsible use of social media.
- B. The general rules for communication with social media are:
  - 1. Be transparent and make certain information and access readily available;
  - 2. Be professional and for legitimate educational or extracurricular reasons;
  - 3. Follow all local, state and national guidelines, including the Child Internet Protection Act (CIPA), the Student Online Personal Protection Act (SOPPA), and all copyright laws and applicable data privacy regulations;
  - 4. It should NOT include private or confidential information about other students.
- C. Recommended guidelines for using social media can be found in the District 211 Social Media and Electronics Communication Policy. Refer to School Board Policy GBAD for more information.

## **VII. GUEST ACCESS AND INTERNET USE**

- A. Guest access to the District's open wireless network is provided as a service to the community and is subject to all policies and guidelines covered in Sections II through V and XI of this Acceptable Use Agreement, plus any state and federal laws related to Internet use, including copyright laws.
- B. Guest access provides filtered, limited bandwidth for our guests to allow access to the Internet and non-district email.
- C. Limited technical support is provided for guest access and is identified in the service level agreement found on the District website.

## **VIII. EMPLOYEES**

- A. Use of Email
  - 1. The District provides access to electronic mail to District employees for the purpose of conducting District-related work and communication.
  - 2. The email system will not be used for outside business ventures or other activities that conflict with Board policy.
  - 3. All emails received by, sent through or generated by computers using the District network are subject to review by the District.
  - 4. Appropriate language must be used when communicating using the District email system or network.

5. All information contained in an email must be treated in accordance with state and federal laws.
  6. Employees will not provide access to their email accounts to non-employees.
  7. It is recommended that electronic mail contain a confidentiality notice, similar to the following: *“If the information in this email relates to an individual or student, it may be private data under state or federal privacy laws. This individual private data should not be reviewed, distributed or copied by any person other than the intended recipient(s), unless otherwise permitted under law. If you are not the intended recipient, any further review, dissemination, distribution or copying of this electronic communication or any attachment is strictly prohibited. If you have received an electronic communication in error, you should immediately return it to the sender and delete it from your system. Thank you for your compliance”*
- B. District Electronic Technologies
1. The District’s electronic technologies are provided primarily for work-related, educational purposes.
  2. Incidental use of the District’s electronic network and technologies for personal use, such as checking personal email correspondence or web pages is permitted, but only to the extent that such use does not occur during instructional time, does not interfere with instruction or District operations, and does not violate any law or District policy or procedure. Those who use the District’s Electronic Network and Technology for personal use do not have any expectation of privacy to materials accessed therein.
- C. Inappropriate use of the District’s electronic technologies includes, but is not limited to:
1. Posting, viewing, downloading, creating or otherwise receiving or transmitting offensive, defamatory, pornographic or sexually explicit materials;
  2. Posting, viewing, downloading, creating or otherwise receiving or transmitting materials that use language or images that advocate violence or discrimination toward other persons;
  3. Posting, viewing, downloading, creating or otherwise receiving or transmitting material that may constitute harassment or discrimination contrary to District policy and state and federal law;
  4. Engaging in computer hacking or other related activities;
  5. Attempting to disable, actually disabling or compromising the security of information contained on the District network or any computer;
  6. Engaging in any act that violates any District policy; and
  7. Engaging in any illegal act in violation of any local, state or federal laws.
- D. Employees may participate in public Internet discussion groups using the District’s electronic technologies, but only to the extent that the participation:
1. Is work-related;
  2. Does not reflect adversely on the District or disrupt the educational environment in any way;
  3. Is consistent with District policy; and
  4. Does not express any position that is, or may be interpreted as, inconsistent with the District’s mission, goal or strategic plan.
- E. Employees may not use proxy servers or Virtual Private Networks (VPN’s) to access online content blocked by District filters.
- F. Employees may not use the District network or electronic technologies to post unauthorized or inappropriate personal information about another individual on social networks.
- G. Employees will observe all copyright laws. Information posted, viewed or downloaded from the Internet may be protected by copyright. Employees may reproduce copyrighted materials only with express permission of the author or publisher.
- H. All files downloaded from the Internet must be checked for possible computer viruses. The District’s authorized virus-checking software installed on each District computer will ordinarily perform this check automatically; however, employees should contact the District’s chief technology officer before downloading any materials for which the employee has questions.

## I. Employee Responsibilities

1. Employees who are transferring positions or leaving positions must leave all work-related files and electronic technologies -- including form letters, handbooks, databases, procedures and manuals, regardless of authorship -- for their replacements.
2. Individual passwords for computers are confidential and must not be shared.
3. If an employee's password is learned by another employee, the password should be changed immediately.
4. An employee is responsible for all activity performed using the employee's password.
5. No employee should attempt to gain access to another employee's documents without prior express authorization.
6. An active device with access to private data must not be left unattended and must be protected by password-protected screen savers.

## **IX. DISTRICT WEB PRESENCE**

The District website was established to provide a learning experience for employees and students, and to provide a venue for communications with parents and the community.

### A. District Website

1. The District will establish and maintain a website. The website will include information regarding the District, its schools, District curriculum, extracurricular activities and community education.
2. The District Publication Technology Specialist will be responsible for maintaining the District website and monitoring District web activity.
3. All website content will support and promote the District's mission, goals and strategic direction.

### B. School Website

1. Each school will establish and maintain a website. The website will include information regarding the school, its employees and activities.
2. The Principal will authorize individuals who will provide content to the person who will be responsible for maintaining the school's website.
3. All website content will support and promote the District's mission, goals and strategic direction.
4. Each school's website will provide parents with a web portal to classroom-related calendars, grades, attendance, assignments and resources.

### C. Classroom and Teacher Web Pages

1. The District encourages all teachers to use a District-sanctioned learning management systems (LMS) to support their classroom instruction. Schoology is the District's official learning management system.
2. The establishment of web pages must be approved by the District webteam.
3. If a teacher establishes a web page, he or she is responsible for maintaining the web page.
4. All classroom and teacher web pages must be linked to a school website.

### D. Student Web Pages

1. Students may create web pages as part of classroom activities with teacher supervision.
2. Student web pages must include the following notice: "This is a student- produced web page. Opinions expressed on this page are not attributable to the District."
3. For all classroom-related projects posted to the Internet, the content must abide by all District 211 policies. Rules that apply to the classroom also apply to assignments and communication that are posted online.
4. The classroom teacher will review student-produced web pages to determine if the contents should be removed at the conclusion of the course or grading period.

### E. Department and Non-Instructional Web Pages

1. Departments and non-instructional programs may also leverage a District-sanctioned LMS or a building-created web page to support their departments or programs.
2. The establishment of web pages must be approved by the District webteam.
3. Once established, the individual departments or programs must appoint a person who will maintain the web page.

#### F. Extracurricular Web Pages

1. With the approval of the building principal, a School-Board-sanctioned extracurricular organization may leverage a District-sanctioned LMS or a building-created web page.
2. The establishment of web pages must be approved by the District webteam.
3. All content will support the extracurricular organization and the District's mission, goals and strategic direction.
4. The building principal, athletics, and/or activities directors will oversee the content of these web pages.
5. School-Board-sanctioned extracurricular organizations' web pages must include the following notice: *"This is an organization-produced web page. Opinions expressed on this page are not attributable to the District."*

### X. CYBER-BULLYING

- A. Cyber-bullying is the use of electronic information and communication devices to willfully harm either a person or persons through the medium of electronic text, photos or videos.
- B. Employees are not permitted to create, post or transfer any discriminatory, confidential, threatening, libelous, obscene or slanderous comments about District 211, its employees, students, parents, School Board members or community members.
- C. Cyber-bullying creates a hostile, disruptive environment on the school campus and is a violation of a student's or employee's right to be safe and secure. It is a serious offense that will lead to disciplinary action.

### XI. INFORMATION PROVIDED TO STUDENTS

- A. The proper use of the Internet and educational technologies, and the educational value to be gained from proper usage is the joint responsibility of students, parents and employees of the District.
- B. Students have access to Internet resources through the District's wireless network, classrooms, the media centers, District-provided electronic devices, personal electronic devices and school computer labs. Access to the District's wireless network can be found throughout each school and while on the school campus outside the school building.
- C. Students using social networking tools and curriculum content management software for a teacher's assignment are required to keep personal information, as stated above, out of their postings.
- D. Parents' Responsibility  
Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with other technology information sources. Parents are responsible for monitoring their student's use of the District system and District educational technologies if the student is accessing the District system from home or a remote location, or if the student is using a District-provided device.

# EMPLOYEE CONDUCT (GBAC)

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

District employees are mandated reporters and required to comply with all reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), and the Elementary and Secondary Education Act.

Employees, students, parents, and any third party can report prohibited behaviors and/or boundary violations to a District Complaint Manager, Nondiscrimination Coordinator, Title IX Coordinator, or any other District administrator or staff member the person feels comfortable reporting to.

Employees are required to participate in mandated training related to educator ethics, child abuse, grooming behaviors and boundary violations as required by law and policies. Employees will be notified of these mandated trainings yearly via memo.

## Prohibited Grooming Behaviors

Grooming behaviors include, at a minimum, sexual misconduct. Sexual misconduct is (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:

- A sexual or romantic invitation.
- Dating or soliciting a date.
- Engaging in sexualized or romantic dialog.
- Making sexually suggestive comments that are directed toward or with a student.
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
- A sexual, indecent, romantic, or erotic contact with a student.

## Transporting Students

Employees with a valid driver's license are permitted to transport students in District 211 cars or vans if there is an educational or extracurricular purpose that has been pre-authorized by District 211. Examples include, but are not limited to, driving athletes/participants to a school-sponsored event such as a contest, taking students on a career trek or field trip, or traveling to an off-campus curricular experience such as Building Construction or Driver Education. There must be a minimum of three people in the vehicle (employee and two students, or two employees and one student).

Should unplanned or emergency circumstances arise requiring students to be transported outside of pre-authorized trips, an employee must obtain the permission of an administrator.

## Taking or Possessing Photos/Videos of Students

All photos and videos taken by an employee must adhere to District policy regarding Social Media and Electronic Communication, student records laws, and other related procedures contained in the Policy and Procedure Handbook. Any photos or videos of students should be taken on a District device and/or stored on a District storage drive. Photos or videos of students should not be stored on personal devices.

### **Meeting with Students**

Employees may meet with students within school facilities when there is a school-related reason to do so. An individual employee should not meet with students outside of school nor should employees meet with students outside of the employee's professional role. When meeting with a student, the classroom door should remain open, and the employee should conduct the meeting in a part of the classroom that is visible from the hallway. Employees with their own offices may meet with students if there is consistent visual access to a person in the office. Any exception to these procedures must be pre-approved by an administrator.

### **Appropriate Methods of Communication with Students**

Employees may send messages with a school-related purpose to students through District-approved accounts. Employees are strictly prohibited from using any form of communication with students (emails, letters, notes, text messages, phone calls, conversations) that includes any subject matter that would be deemed unprofessional and/or inappropriate between an employee and a student. Employees should not exchange messages with students through any means that cannot be monitored by the District. Any exception to these procedures must be pre-approved by an administrator.

# MISCELLANEOUS PERSONNEL POLICIES

## **STAFF IDENTIFICATION CARD DISPLAY**

District 211 staff members are required to wear their District-issued staff identification card at all times during the school day. The card should be worn around the neck on a school-issued lanyard, unless this poses a safety hazard with respect to work around machines or other potential hazards. In these cases, the card may be worn on a clip, but should be clearly visible to others.

Staff identification cards may be required to be worn at other non-school hour events as security needs dictate.

## **PURCHASE OF SUPPLIES AND EQUIPMENT**

All purchase of supplies and equipment for classroom or extracurricular activity use shall be approved by the principal.

## **USE OF SUPPLIES AND EQUIPMENT (EDC)**

Personal use of equipment, supplies, or the school building and grounds by employees, their families or friends is prohibited.

The building may not be used to store or house personal effects of employees. Equipment and supplies of a type which could be put to personal use (examples: shop tools, athletic equipment, computer equipment) shall be locked with only the person directly responsible and the principal having access to the equipment and supply room.

## **SALE OF SCHOOL PROPERTY TO STAFF MEMBERS (DN)**

Items having a market value of less than \$300 which have been declared surplus by the principal and the Director of Purchasing and Facilities may be sold to staff members after the items have been offered to all other District schools. On items of more than \$300 value, the Board will review the conditions of the sale prior to disposal of the property.

## **PROHIBITION OF HARASSMENT, INCLUDING SEXUAL HARASSMENT**

### **PROHIBITION OF HARASSMENT (GBCBB/JFJ, GAD/JB/KAB)**

It is the policy of the Board to provide an educational and employment environment free from any type of harassment, including harassment based on race, creed, color, age, religion, ancestry, national origin, gender, marital status, sexual orientation, disability, military service, being a victim of domestic or sexual violence, use of lawful products while not at school, or any other unlawful basis of discrimination.

District employees, students, and other members of the school community are prohibited from harassing any other employees, students, or other members of the school community on school grounds, at any school-sponsored activity or at any activity which bears a reasonable relationship to school. This prohibition can apply to interactions and communications involving in-person between individuals, in writing, or through any other means of communication, including electronic transmission or communication.

### **PROHIBITION OF SEXUAL HARASSMENT**

District employees, students, and other members of the school community are prohibited from sexually harassing any other employees, students, or other members of the school community on school grounds, at any school-sponsored activity or at any activity which bears a reasonable relationship to school.

## **DEFINITIONS**

“Harassment” includes any unwelcome verbal or physical conduct, contact or communication, whether by in-person contact, written communication or via any form of electronic transmission that is motivated by or related to race, creed, color, age, religion, ancestry, national origin, gender, marital status, sexual orientation, disability, military service, being a victim of domestic or sexual violence, use of lawful products while not at school, or any other unlawful basis of discrimination, and that creates an intimidating, hostile or offensive educational environment. Although harassment may take many

different forms, examples include name-calling and other derogatory comments, jokes, gestures, posting or distribution of derogatory pictures, notes or graffiti, and pushing or hitting or other forms of physical aggression.

“Sexual harassment” is one type of harassment, involving unwelcome conduct on the basis of sex when (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, education, or receipt of another benefit or service of the District, or (ii) submission to or rejection of such conduct by an individual is used as the basis for employment, education, or other decisions affecting such individual, or (iii) such conduct has the purpose or effect of substantially interfering with an individual’s work performance, education, or receipt of another service or benefit of the District or creating an intimidating, hostile or offensive environment. Sexual harassment may include persistent unwelcome attempts to interact with someone, spreading of rumors of a sexual nature, and aggressive physical contact such as kissing, touching, or pulling at clothes in a sexual way. The terms “intimidating,” “hostile,” or “offensive” include, but are not limited to, conduct which has the effect of humiliation, embarrassment or discomfort.

Whether specific conduct constitutes harassment, including sexual harassment, will be evaluated in light of all the circumstances.

## COMPLAINTS AND INVESTIGATION

An employee, student, or other member of the school community who believes that any employee, student, or other member of the school community has been subject to harassment or sexual harassment is encouraged to report the matter to the District’s Nondiscrimination/Title IX Coordinator, the Principal, or an Assistant Principal. A report should be made as soon as possible after the occurrence of the events in question. A person who wishes to make a report may choose to report to a person of the same sex or gender and to any employee of the District.

School employees must promptly forward any report of or information about sexual harassment to the Nondiscrimination/Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge. Contact information for the District’s Nondiscrimination/Title IX Coordinator can be found in Policy GAA/JAB/KAAB, *Non-Discrimination Statement*.

Reports and complaints will be assessed under the District’s grievance procedures: Policy GAC/JA/KAA, *Uniform Grievance Policy*, and Policy GAD/JP/KAB, *Title IX Sexual Harassment Grievance Policy* (which covers complaints of “Title IX Sexual Harassment” against employees, as that term is defined in the policy).

In addition to an investigation by the District, referral to law enforcement agencies will be made in appropriate cases.

## UNIFORM GRIEVANCE POLICY (GAC/JA/KAA)

Students, parents, guardians, employees and community members have the right to report or file a complaint that the Board of Education, its employees or agents have violated the rights of any student, parent/guardian, employee or community member guaranteed by the State or federal Constitution, State or federal statute, or Board policy, including any one of the following:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972, excluding Title IX sexual harassment complaints, which are addressed under Policy GAD/JP/KAB, *Title IX Sexual Harassment Grievance Policy*;
3. Section 504 of the Rehabilitation Act of 1973;
4. Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.*
5. Title VI of the Civil Rights Act, 42 U.S.C. § 2000d *et seq.*
6. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. § 2000e *et seq.*
7. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
8. The misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
9. Curriculum, instructional materials, programs;
10. Victims’ Economic Security and Safety Act, P.A. 93-591:



11. Illinois Equal Pay Act of 2003, P.A. 93-0006; or
12. Provision of services to homeless students.

## 1. MAKING A REPORT OR FILING A COMPLAINT

A person who wishes to make use of this grievance policy is encouraged to make a report or file a complaint with the Nondiscrimination Coordinator, Principal, or Assistant Principal. A person who wishes to make a report may choose to report to a person of the same sex or gender and to any employee of the District.

School employees must promptly forward any report of or information about suspected misconduct that would trigger the use of this policy to the Nondiscrimination Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Nondiscrimination Coordinator or designee (hereinafter "Administrator") will address the complaint promptly and equitably. The Administrator may request that the Complainant provide a written statement regarding the nature of the complaint or require a meeting with the parent(s)/guardian(s) of a student.

If the reporting party is different than the individual(s) alleged to have been the victim of the misconduct, the person(s) alleged to be the victim(s) of the misconduct (the "Complainant(s)") will typically be the person(s) entitled to the rights for the Complainant outlined in the policy, including the right to participate in the processes outlined in this policy. In the rare circumstances in which the reporting party has rights recognized under Board policy or law, the reporting party also will be a "Complainant" under this policy and will have all related rights.

The Administrator may attempt to resolve complaints without resorting to this grievance policy. Any party may forego any informal resolution processes, which are entirely voluntary. If attempts at informal resolution are not successful or appropriate, the Administrator will offer the Complainant an opportunity to file a complaint under this policy.

The right of a person to prompt an equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies, although temporary delays may be warranted in the discretion of the District, particularly for concurrent law enforcement investigations.

Use of this grievance policy does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy based on the same or similar operative facts as a complaint under this policy, the District has the discretion to continue with a simultaneous investigation under this policy and will do so in all cases required by law.

All deadlines under this policy may be extended as deemed appropriate by the administrator responsible for meeting the deadline under this policy. As used in this policy, *school business days* means days on which the District's main office is open.

## 2. INVESTIGATION

The following grievance process will be used to address complaints of misconduct covered by this policy unless another policy or document, including a collective bargaining agreement, prescribes a different complaint process for the conduct or concern at issue. In some cases, the Administrator must consider other applicable policies when addressing complaints of misconduct covered by this policy. If both this policy and Board Policy JFCH, addressing complaints of bullying, intimidation, and harassment, are implicated, the reasonable timeframe for completing the investigation will be the timeframes under this policy.

The complaint or identity of the Complainant or witness will not be disclosed except (1) as required by law or this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the relevant person (including the parent/guardian of a minor). The Administrator will notify the Complainant and any applicable witnesses of any limitations on confidentiality prior to disclosing that individual's identity, including that if the District has notice of prohibited conduct that creates a risk for other students, employees, or members of the District community other than the Complainant, or if sharing the identity of the Complainant or witness is necessary to complete an investigation into a complaint, the District may not be able to respect a request to maintain confidentiality.

If a complaint is filed, the Administrator will consider whether the conduct, if true, would be conduct covered by this policy. If so, the Administrator will investigate the complaint or appoint another qualified individual to investigate the matter.

If no complaint is filed, the Administrator will consider whether to open an investigation even without the filing of a

complaint. An investigation may be warranted if the reported conduct involves allegations against an employee, multiple allegations against the same alleged perpetrator, or creates a risk to the safety of the general District community.

The Administrator will notify the Superintendent of any complaints that the Administrator determines implicate this policy, with the exception of the complaints regarding the Superintendent, in which case the Administrator will notify the Board of Education.

During an investigation, the Administrator or the qualified individual appointed to complete the investigation (the "Investigator") will provide both parties an equal opportunity to present evidence. If a party or witness is a student under the age of 18, the Investigator has the discretion to include the student's parent(s)/guardian(s) during any investigatory meetings involving the student. Nothing herein limits the right of school employees to hold investigatory meetings with students under the right of *in loco parentis*.

The investigator will inform, at regular intervals, the parties about the status of the investigation. Within 60 school business days after the date the complaint was filed, the Investigator will prepare a written document summarizing the investigation and the Investigator's recommendations. All decisions will be based on the *preponderance of the evidence* (more likely than not) standard.

For minor infractions, which are matters of a severity which, for example, (for students) typically would be handled by a student's teacher or Assistant Principal/Dean of Students or (for employees) an employee's direct supervisor, the Investigator's summary can be informal (such as for students, a suspension notice). The summary will be the final step in the General Grievance Process, subject only to review/appeal options available to students, employees, and third parties under generally applicable policies and procedures, handbooks, collective bargaining agreements, contracts, etc. for discipline imposed.

For more serious infractions, which are matters of a severity that (for both students and employees) typically are escalated to the building Principal or a District administrator for resolution, the Investigator's summary should be in the form of an investigation report. If the investigation is completed by someone other than the Administrator, the Investigator will submit the report to the Administrator, who will review the report to confirm if the matter is a more serious infraction. If the Administrator designee disagrees with the Investigator's assessment that the matter is a more serious infraction, the matter will be returned to the building level for processing as a minor infraction.

If the Administrator agrees that the matter is a more serious infraction, the Administrator will forward the Investigator's report to the Superintendent for review. If the complaint contains allegations involving the Superintendent or one or more Board members, the report will be forwarded to the President of the Board for Board review instead of the Superintendent.

### **3. DECISION AND APPEAL**

Within 10 school business days after receiving the Investigator's report, the Superintendent (or the Board, if the complaint contains allegations involving the Superintendent or one or more Board members) shall mail a written decision to the Complainant and the Respondent by U.S. mail, first class, with a copy to the Administrator. All decisions will be based on the *preponderance of the evidence* (more likely than not) standard.

Within 10 school business days after receiving the decision, the Complainant or Respondent may appeal the decision to the Board of Education by making a written request to the Administrator. If an appeal is filed, the Administrator shall promptly forward all materials relevant to the complaint to the Board of Education.

Within 10 school business days after the next regularly scheduled Board meeting, the Board of Education shall affirm, reverse, or amend the Superintendent's or Board's decision or direct the Superintendent (or Administrator, in cases involving the Superintendent) to reopen the investigation process for gathering additional information. If the investigation is reopened, a new Investigator report, Superintendent written decision, and opportunity to appeal will be provided.

Within 10 school days of the Board's appeal decision, the Superintendent shall inform the Complainant of the Board's action. For matters involving controversies arising under Illinois school law, the parties may have rights to appeal the School Board's decision to the Regional Superintendent pursuant to Section 3-10 of The School Code and, thereafter, to the State Superintendent pursuant to Section 2-3.8 of The School Code.

This grievance policy shall not be construed to create an independent right to a Board of Education hearing. The failure to strictly follow the procedures or timelines in this grievance policy does not automatically prejudice a party or impact

the outcome of the process.

### **APPOINTING NONDISCRIMINATION COORDINATORS AND COMPLAINT MANAGERS**

The Superintendent will appoint a Nondiscrimination Coordinator to manage the District's compliance with this policy. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

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

The Superintendent will insert into Policy JFCM and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

### **CORRECTIVE ACTION**

Any District employee who is determined, after an investigation, to have engaged in harassment in violation of this policy will be subject to disciplinary action up to and including discharge. Any student of the District who is determined, after an investigation, to have engaged in harassment in violation of this policy will be subject to disciplinary action, including, but not limited to, suspension and/or expulsion consistent with the District's discipline policy. In the event of sexual harassment by persons other than District employees or students, the District will take reasonable steps to avoid recurrence of the problem.

Any person who knowingly makes a false accusation regarding harassment likewise will be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and/or expulsion, with regard to students.

### **RETALIATION**

The District prohibits retaliation against a person because the person has opposed conduct that the person believes in good faith to be harassment or for making a charge, filing a complaint, testifying, assisting, or otherwise participating in an investigation, proceeding or hearing regarding harassment.

### **TITLE IX/ADA COORDINATOR**

Township High School District 211 is responsive to individuals with disabilities and does not discriminate on the basis of disability against any qualified individual in accordance with the provisions of the Americans with Disability Act (A.D.A.) of 1990. If you require assistance or would like to request an accommodation, please refer to the links below for information. If an employee believes he or she has been the subject of sexual harassment and/or discrimination, the employee should contact an administrator, including the school's designated Title IX coordinator or the school's principal. The Title IX coordinators by school are as follows: Palatine High School – Kimberly Glaser; Fremd High School – Amanda Hughes; Conant High School – Jeanette Ardell; Schaumburg High School – Russell Cumings; Hoffman Estates High School – Thomas Mocon; G.A. McElroy Administration Center – Matthew Hildebrand; Higgins Education Center – Jessica Orstead; District 211 North Campus – Francesca Anderson. An employee also can contact James Britton, the District's director of human resources, with a discrimination or harassment complaint. Dr. Britton can be reached at 847-755-6618 or via email at [jbritton@d211.org](mailto:jbritton@d211.org).

### **TITLE IX COORDINATOR**

Eric Wenckowski, director of athletics and activities, is the District's Title IX grievance coordinator regarding any complaint of limited access to the District's programs or activities based on sex discrimination.

### **SEXUAL INVOLVEMENT (GBCB/JFCMA)**

District employees, and all persons on school grounds or at school-sponsored activities, are expressly prohibited from having any sexual contact and/or sexual involvement with any student. This policy is in effect on school grounds, at any school-sponsored activity, at any activity which bears a reasonable relationship to school, at any other time for an adult employed by the District and applies to interactions and communications that take place involving in-person contact between individuals, written communication, or via any form of electronic transmission or communication.

A student who believes that he/she may have been subject to sexual contact or sexual involvement with a District

employee at any time, or any other adult present on school grounds whether the contact or involvement involved in-person contact, written communication, or occurred via any form of electronic transmission, must report the matter to a staff member, teacher, counselor, principal, or the superintendent. The person to whom such a report is made will advise the principal and superintendent immediately of such a report. When reasonable cause is present, the principal shall report the alleged behavior and/or involvement immediately to the Illinois Department of Children and Family Services (IDCFS) and the superintendent. Following the report to IDCFS, a District or school administrator will conduct a prompt investigation into the complaint. The District will cooperate fully with all law enforcement agencies as directed by IDCFS and District counsel.

Any District employee who is determined, after an investigation, to have engaged in sexual contact or sexual involvement with a student in violation of this policy will be subject to disciplinary action up to and including discharge. Procedures to follow are outlined in Board of Education policy GBCB.

### **DRUG AND ALCOHOL FREE WORKPLACE (GBCC)**

It is the policy of the Board of Education that all district workplaces be free from drugs and alcohol. Accordingly, the unlawful distribution, sale, manufacture, dispensing, possession, use of alcohol, a controlled substance, or medical cannabis, or demonstrating the effect of alcohol use, a controlled substance, or medical cannabis by an employee while on District premises or while performing work for the District is prohibited. An employee who violates the terms of this policy may be subject to disciplinary action, up to and including termination.

### **WHISTLEBLOWING**

District 211 is committed to maintaining a workplace where employees are encouraged to raise good faith concerns about possible violations of state or federal law, business practices or District policies without fear of reprisal. This procedure is meant to encourage employees to disclose any possible violations (whistleblowing) of which they become aware and ensures protection for employees who report such conduct. This procedure applies to all employees, including full-time, part-time and temporary.

Below are some examples of possible violations:

- A criminal offense
- The use of deception to obtain an unjust or illegal financial advantage, either for the business unit or personally
- Intentional misrepresentations directly or indirectly affecting financial statements
- A failure to comply with any legal obligations
- Danger to the health or safety of any individual, including employees, students, parents and vendors
- Damage to the environment
- A serious breach of fundamental internal control
- Serious non-professional or non-ethical behavior
- Violation of District policies or procedures
- The deliberate concealment of information tending to show any of the matters listed above

All possible violations should be reported through the District's independent third party anonymous and confidential reporting service. Concerns may be submitted online at [www.fraudhl.com](http://www.fraudhl.com) 24-hours a day using the secure web-based reporting form, or by calling or faxing toll-free to 1-855-FRAUD-HL (855-372-8345). The following company ID will be required to submit your report: D211ORG. Questions or reports may also be directed to the District's Ethics Officer or superintendent. No employee who in good faith reports a possible violation will be subjected to harassment, retaliation or adverse employment consequences (discharge, demotion, suspension, etc.). An employee is protected even if the allegations prove to be incorrect or unsubstantiated. Employees who participate or assist in an investigation will also be protected. Consistent with the need to conduct an adequate investigation, every effort will be made to protect the anonymity of the whistleblower if provided. Any employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. An employee may not be intentionally dishonest or malicious in making allegations or testifying.

## **INVESTIGATION PROCEDURE**

The District Ethics Officer will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The complaint or identity of the Complainant will not be disclosed except (1) as required by law, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

Any complaints, with the exception of the complaints regarding the Superintendent, will be noticed to the Superintendent, with the investigation to follow. After the investigation is complete, the District Ethics Officer shall file a written report of his or her findings with the Superintendent. The Superintendent will keep the Board informed of all complaints.

Any complaints regarding the Superintendent will be noticed to the Board of Education so the Board is aware an investigation is underway. If a complaint of sexual harassment contains allegations involving the Superintendent, a written report shall be filed with the Board of Education which will make a decision in regard to the resolution of the complaint.

### **ETHICS (BBFA/GBH)**

The State Officials and Employees Ethics Act prohibits State employees and officials from engaging in certain political activities and accepting certain gifts. Chief Operating Officer Lauren Hummel has been appointed as the Ethics Advisor for the District. Questions concerning political activities or acceptance of gifts should be directed to Mrs. Hummel.

### **GIFTS TO SCHOOL PERSONNEL (BBG/GBI)**

No District employee or Board of Education member shall solicit or accept a gift that is believed to be offered in an effort to influence their official position or employment. This applies to spouses of, and immediate family members living with, a Board of Education member or employee.

Students and parents will be discouraged from the routine presentation of gifts to District employees. Teams, clubs, classes, and individual students shall be discouraged from presenting gifts to teachers who sponsor or coach their activities. Letters of appreciation to staff members are always welcome.

The District's chief financial administrator is the District Ethics Officer. The Ethics Officer shall serve as a resource to employees and Board of Education members regarding this policy. The School Board will serve as the District Ethics Commission. In the event that any Board of Education member is personally involved in a matter being investigated, he or she shall not serve on the Commission during such investigation.

The District Ethics Commission shall have those powers and duties as described in the State Gift Ban Act for state-level ethics commissions, including the power to investigate complaints.

Anyone believing that this policy is or was violated is encouraged to file a complaint with the District Ethics Commission. The Commission will follow the procedures for handling complaints given in the State Gift Ban Act. The School Board, as the ultimate jurisdictional authority, may take appropriate action, such as those described in the State Gift Ban Act.

### **EMPLOYEE EXPENSE REIMBURSEMENTS (DLC)**

#### **ALLOWABLE EXPENSES**

Subject to this policy and Board resolution, District employees may be reimbursed for registration fees and travel, meal and lodging expenses related to (i) attendance at conferences and meetings that benefit the District, (ii) the performance of duties or the provision of services rendered to the organizations and associations with which the District is affiliated or maintains membership and (iii) travel expenses in performance of professional responsibilities.

In addition, the Board may advance to District employees the anticipated actual and necessary expenses incurred in attending meetings which are related to that employee's duties and will contribute to the professional development of that employee.

Such advanced actual and necessary expenses are those reasonably anticipated to be incurred on the days necessary for travel to and from and for attendance at such meetings.

If the District advances amounts to a District employee, the employee must return to the District any portion of the expense advancement not used.

## **TRANSPORTATION**

The least expensive transportation shall be used, providing that no hardship shall be caused. School Board members and administrators will be reimbursed for:

1. Air travel at the coach or single class commercial airline rate. First class air travel will be reimbursed only if emergency circumstances warrant.
2. Rail or bus travel at actual cost.
3. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted.
5. Taxis, airport limousines, or other local transportation costs.

## **MEALS, LODGING, REGISTRATION, AND MISCELLANEOUS**

Meal charges to the School District should represent "mid-fare" selections for the hotel/meeting facility or general area but may not exceed \$50.00 per day.

District employees should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Other expenses incurred will be reimbursed when specifically related to School District business.

District employees shall pay personal expenses including those charged to the hotel room.

Registration fees may be paid by the District in advance and included in subsequent expense reports. Other costs related to district activities for which reimbursement is sought must be included on expense reports.

Requests for reimbursement should be submitted monthly. The Superintendent or designee will be responsible for reviewing expenses for administrators and staff. The President of the Board of Education will be responsible for reviewing expenses for the Superintendent.

When expenses for one or more Township High School District 211 Board members or personnel are being incurred during a specific occasion, the highest ranking person or any Board member participating is to include such expense in his/her expense report. The expense report must contain the date, venue, name, and title of those participating and a short description of the purpose for the event.

The Board will reimburse for expenses within the allowable maximum as listed on the District expense form. A detailed receipt shall be submitted for all expense items, other than tolls or other minor expenses where a receipt is not possible. Credit card receipts will be acceptable only when no other form of receipt is available. Any submitted expenses that exceed the Board's maximum allowable reimbursement must be approved by roll call vote at an open meeting of the Board when an emergency or extraordinary circumstances exist.

## **MAILING PROCEDURES**

All unstamped mail is sent to the G.A. McElroy Administration Center for processing. Envelopes should not be sealed. If they contain anything that might interfere with the meter machine (such as coins or paper clips), a note should be attached to the front of the envelope. Similar notations should be made for foreign mail, air mail, special delivery, etc.

Personal unstamped mail or mail bearing a return address other than District 211 should not be included in the mail to be metered.

Mail for any district school should be sent in special, brown inter-district envelopes provided at each building.

For larger, mass mailings a Request and Approval Form must be completed. See your supervisor for this, or contact the mailroom.

## **FACULTY MEETINGS**

The District Administrative Council adopted the following guidelines for scheduling faculty meetings:

1. The department chair or level leader should give at least one week advanced notice when a meeting is scheduled. Any exception to the faculty meeting policy is to be cleared through the principalship.
2. Each Monday is set aside for faculty meetings.
3. No school activities are to meet on Monday night unless cleared through the activities director.
4. All faculty members are required to attend the department or staff meetings. The schedule for meetings has been arranged as follows:  
First Monday of each month — building faculty meetings  
Third Monday of each month — department meeting
5. The principal and/or department chair may call (with notice) a meeting when events so dictate.
6. Teachers having a conflict in attending such meetings must clear this with the department chair in advance and the department chair will secure permission from the principal.

## **SCHOOL CLOSING**

A severe storm or other emergency may require school to be cancelled. A decision not to operate schools is usually made by 6:00 a.m. This information will be posted on the District and school websites, as well as social media outlets, and is provided to major radio and television stations in the Chicago metropolitan area. Staff will be notified of school cancellation with an automated phone call through the District's emergency notification system, and should make sure their contact information is up-to-date with the Human Resources department.

# GRADING PHILOSOPHY, POLICIES & PROCEDURES

## GRADING PHILOSOPHY

A Joint District 211 Grading Committee was created in 2010 to examine the current research and philosophies of the *best practices* in grading. The Joint Grading Committee has created a vision statement that defines the purpose of grades and has summarized the essential elements of grading. The mission of the Joint Grading Committee is to guide our faculty in a comparison of past practices in grading with best practices, with the intent of aligning the two to better serve the students we teach. These best practices were again reviewed in 2016 by the District 211 Grading Committee. The discussion of best practices in grading has occurred at many levels and in many different forums. The following list provides an example of where those discussions have taken place: the joint committee, focus groups, board of education meetings, department meetings, PLT meetings, curriculum committee, and all-school revolving faculty meetings.

## VISION STATEMENT

A grade communicates an accurate measurement of student performance and progress toward mastery of academic standards over a given period of time, providing descriptive feedback to students, families, teachers, employers, and postsecondary institutions.

## CRITICAL ELEMENTS OF GRADING

### ACCURACY

An accurate grade reflects a clear representation of student mastery of skills and content within a given course. There should be a common definition of how to assess mastery from teacher to teacher and school to school.

### FAIRNESS

A fair grade reflects a student's performance in meeting specific, academic learning standards. A fair grade reflects the quality of a student's work and not differences in gender, ethnicity, or social class. Fairness allows time for students to reach specific learning standards according to their different needs.

### SPECIFICITY

For grades to be specific, they need to communicate to students, families, teachers, employers, and postsecondary institutions. To inform instruction, specificity helps teachers plan, teach, and remediate. To support student learning, specific grades indicate how students can improve their performance. Finally, specific reporting effectively informs parents on how students measure against set objectives and standards.

### TIMELINESS

In grading systems, timeliness refers to the communication among students, families, teachers, employers, and postsecondary institutions about the current levels of performance on specific components of learning. Teachers should seek to provide descriptive feedback to students in a timely fashion, promoting achievement and increasing motivation. By providing preemptive communication with parents, students will have time to improve performance and correct behaviors inhibiting success. Major assignments (i.e. term papers, essays, FRQ's, DBQ's, projects, portfolios, etc.) should be returned to students in a timely manner and gradebooks should be updated continuously or at a minimum every three weeks so all stakeholders can review student progress.

### GRADING GUIDELINES (IKEA, JEDA, JED)

Ideally, grades serve to provide feedback solely on a student's level of proficiency relative to the learning standards for each academic course at a given point in time; behavior and attendance are discipline issues and would not be factors in a student's academic grade. Absences, by nature, affect a student's academic performance. In keeping with goals to improve student achievement, absent students will be expected to complete missed classwork. Arrangements will be made between students and teachers, and when necessary, the assigned administrator.



Students, families, and teachers are the primary audience for grades. The grade assists students in understanding their levels of progress and assists teachers in planning, teaching, and remediation. Teachers should communicate performance expectations and grading criteria to students and parents at the beginning of each course.

A fair grade reflects a student's performance in meeting specific academic learning standards. As such, grades will be determined based on the evidence gathered of student mastery over a period of time.

- Use an Incomplete grade when there is not enough evidence to determine an accurate grade.
- Appropriately allow for late or missing work to be submitted as evidence of achievement.
- Discussions regarding interpretation of grading scales should occur within professional learning communities. Questions should be directed to the principal or department chair.
- Use of an equalized grading scale is an accurate and fair grading practice because it corrects mathematical inaccuracies that can occur in a traditional grading scale. Teachers may choose one of the grading scales provided in Infinite Campus or create an appropriate alternative scale that eliminates the mathematical inequity of a zero. All grading scales will incorporate the critical elements of grading outlined above.

### COMPUTERIZED GRADEBOOK

Only the Infinite Campus Gradebook will be supported by our technical staff. Faculty is strongly encouraged to use the Gradebook for recording and calculating student grades. All grades must be submitted to the registrar via Infinite Campus.

### IN-PROGRESS GRADES AND REPORT CARDS (IKA,IKAB)

The school year is divided into two semesters, each 18 weeks in length. Students receive in-progress grades at 6 and 12 weeks each semester at which time the teacher will be able to add comments. Final course semester grades are reported at the end of each 18 weeks.

### GRADE POINT AVERAGING

The following grade point system is used for all classes:

A = 4  
B = 3  
C = 2  
D = 1  
F = 0

E = 0

*Note: The "E" grade can only be given with department chair approval.*

### SEMESTER GRADES

The method of arriving at semester grades will be similar among courses within each department and will be the subject of discussion at department meetings early in the school year. It is suggested that teachers discuss the general method of arriving at grades with classes. A "+" or "-" may be added to grades A through D.

The registrar will furnish grades for students who transfer into the school. Be sure to enter a statement in the grade book concerning the transfer grades. For averaging purposes, the District honors all grades from other schools as though they were our own.

To change a grade, see the registrar. Teachers should send a corrected report to the registrar's office for any error in grading. The registrar will see that a corrected report is mailed home. Any grade change after the grades have been posted in Infinite Campus must be made through the registrar.

### INCOMPLETES AT 18-WEEK GRADING PERIOD

The "INC" indicator in Infinite Campus must be selected if a student's work is incomplete at the end of the 18-week grading period. Teachers should not mark an incomplete in cases where the student has no chance to pass. **The incomplete should never hide an "F" grade.**

Any assignment which is required to be redone because of being late or of poor quality, must carry a chance to earn

a passing grade on the task. A teacher may hold up giving major tests when daily work is so poor or so incomplete that the student is obviously not prepared to take the test. On the other hand, legitimate illness or absences might very well call for a “*fair sampling*” of the work, rather than every single assignment before giving major examinations.

## GRADING POLICIES AND SEMESTER GRADE PROCEDURES

At the close of each semester, the student’s grades must be calculated. If a course is designated to give a final semester examination, the semester examination is to be regarded as 20% of the semester grade.

### INCOMPLETE AT END OF SEMESTER

For courses with final examinations, no major assignments (i.e. term papers, themes, etc.), other than the examination, should be required during the last three weeks of the semester. Teachers should communicate to building administrators names of students who remain incomplete at the end of the semester or who are in danger of failing by default.

If a student’s work remains incomplete at semester time and the student fails by default, the semester examination should not be given and it should also be marked incomplete. An “F” must be marked in the semester average column. It is important that all efforts be made to avoid this automatic failure before it happens.

Student should be assigned an “INC” (incomplete) for legitimate incompletes due to excused absences. However, if a student’s work is incomplete at the end of the school year, it is expected that the principal’s designee knows why it is incomplete and that a complete accounting of all work to be made up is in his/her possession.

### FINAL CHECK

1. The teacher’s record in Infinite Campus must include the semester summary for each student.
2. Grades posted in Infinite Campus should be double-checked against the summary of daily grades to guard against errors.
3. For special problems, see the department chair or principal for assistance.
4. Remember that the semester exam grade and semester grade are earned grades within the guidelines of a department curriculum.

## SPECIAL GRADING AREAS

### PASS/FAIL

Only those courses approved by the curriculum committee can result in a semester grade of either “Pass” or “Fail” on the report card. The standard method of student evaluation must precede determination of the grade. The teacher must maintain complete records of student progress throughout the semester. This is needed for evaluating student progress at any given time and especially in the case of “Fail” at the end of the semester. A student who has elected “Pass/Fail” and moves to another district might need a letter grade. “Pass/Fail” courses will not affect the determination of grade point averages; however, “Fail” will appear on the permanent record. Full credit will be given for successfully completed “Pass/Fail” courses

The teacher should select either “PS” or “FL” on the semester grade column in Infinite Campus. “PL” or “FL” should be marked in the final exam column in Infinite Campus unless a final exam is not given or a senior is exempt. Under those conditions, the teacher should select “EXC.”

### PHYSICAL EDUCATION

1. The grading scales in physical education will be “A” through “F.” The grades will **not** be included in the computation of honor roll or grade point average.
2. Under all circumstances, it is essential that “EXC” continue to be marked for physical education when the student is officially excused from physical education class.

### FRESHMAN AND SOPHOMORE WELLNESS

The grading scales in Freshman and Sophomore Wellness will be “A” through “F.” The grades will be included in the computation of honor roll or grade point average.

**DRIVER EDUCATION**

1. The grading scales for driver education classroom will be “A” through “F” and is posted in the transcript. The behind-the-wheel grading scales will be pass/fail and is not posted to the transcript nor a part of the grade point average.
2. Driver education grades must be appropriately marked in all columns posted in Infinite Campus.
3. “EXC” must be marked in any driver education gradebook for the grade column that is not used.
4. Appropriate grades may be entered for the “Final Exam” if it is used or applicable. Otherwise it should be marked “EXC.”

**DUAL GRADING SYSTEM**

The District uses a dual (traditional and weighted) grading system. Under the weighted system, honors (ending in “8”) and advanced placement (ending in “9”) courses provide a weighted boost to the calculated grade point average.

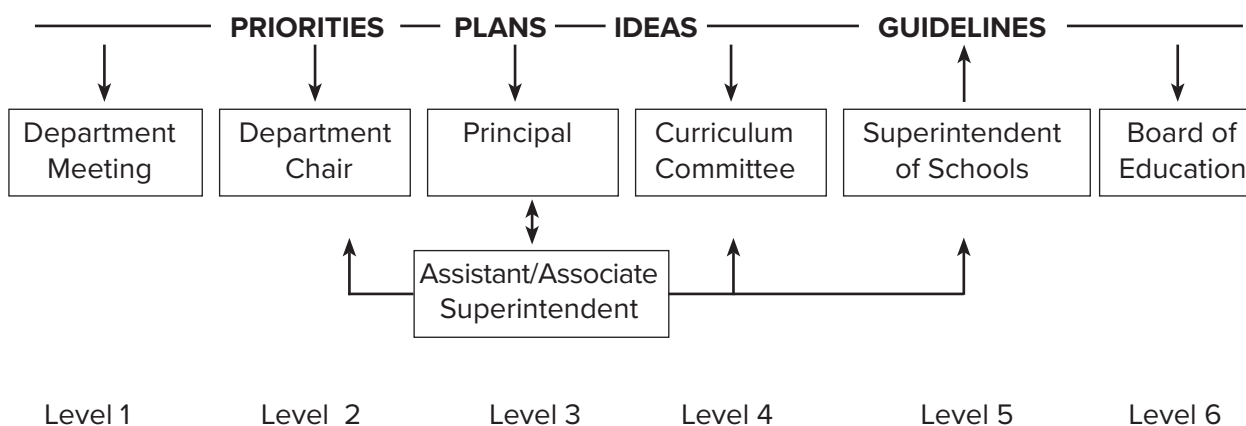
# CURRICULUM COMMITTEE STRUCTURE

The process of curriculum development in Township High School District 211 has had a long history of collaboration between teachers and administrators. The Board of Education and administration have encouraged the innovative and relevant development of courses and programs shaped within the framework of educational goals and graduation requirements as set by the Board of Education. This is based on the strategy that teachers, department chairs and principals provide the primary impetus of curriculum development within the district. This approach has been helpful in keeping our curriculum rigorous and dynamic in its scope and sequence.

In striving to meet future needs of students, curriculum change is inevitable. It also is readily apparent that future change may impact the curriculum of more than one department at a time. Due to these complexities, it is increasingly necessary for staff to participate fully in the thoughtful introspection that today's curriculum development process demands.

## ORGANIZATION DESIGN FOR CURRICULUM STUDY

In order to secure greater understanding of the curriculum development process at all levels and to aid in the decision-making process, the following chart was developed. The chart illustrates graphically the procedures to be followed in order to implement ideas and changes in the curriculum.



### LEVEL 1 [ADVISORY]

This level seeks to involve faculty in curriculum matters. Ideas originate or are channeled to this level from teachers, department chairs, principals, assistant/associate superintendents, or the Superintendent. Curriculum Committee guidelines are discussed and proposals are prepared. Ideas are discussed thoroughly and carried on to Level 2 by department chairs.

### LEVEL 2 [ADVISORY]

Department chairs meet by subject area to discuss plans that have come from Level 1 or from principals, assistant/associate superintendents, or the Superintendent. At this level, department chairs: (1) reach decisions as to what they should review with and recommend to the principals and the assistant/associate superintendent for instruction; (2) refines written proposals; and (3) articulates with other faculty regarding the potential impact of any proposal. These meetings may take place at any time, but at least one must be held before each formal meeting with the curriculum committee.

### LEVEL 3 [AGENDA & ADVISORY]

The assistant/associate superintendent for instruction develops an agenda in collaboration with the department's district chair which is to be available in advance of the curriculum committee meeting. Principals review proposals with their respective department chairs and discuss their impact and implications.

**LEVEL 4 [RECOMMENDING BODY]**

The curriculum committee is a meeting with members consisting of the assistant/associate superintendent for curriculum, principals, and department chairs. The proposals from Level 3 are discussed and reviewed. Based on the discussion, preliminary proposals are developed into formal proposals, proposals are voted upon for approval, or alternatives may be developed. Minutes of this meeting are developed and available to members of the Administrative Council and appropriate department chairs.

**LEVEL 5 [DECISION-MAKING]**

The assistant/associate superintendent for instruction assures that all necessary facts for decision-making have been presented to the Superintendent. Majority and minority reports or other information may be requested by the Superintendent. The Superintendent, as the leader of the District, may accept or reject either the majority or minority position, depending on the Superintendent's knowledge of the facts as they apply to the entire District. Provision also is made at this level to direct the proposal back to any level for further development.

**LEVEL 6 [POLICY-MAKING]**

The Board of Education, which has the legal responsibility for policy development and approval of curriculum in the school district, is kept informed and asked to make approvals, policies and decisions as recommended by the Superintendent.

**TEACHER LEVEL RESPONSIBILITIES**

1. Attends department meetings.
2. Evaluates current curricular and instructional practices in the department.
3. Advises department chairs relative to the need for curriculum and instructional changes.
4. Assists in the development of curriculum proposals.
5. Receives reports from department chairs as proposals continue through the curricular review process.
6. May attend department curriculum committee meetings.

**DEPARTMENT CHAIR LEVEL RESPONSIBILITIES**

1. Chairs department meetings.
2. Participates in district department chair meetings.
3. Assists in, or develops, preliminary and formal proposals.
4. Belongs to assistant/associate superintendent's committee which develops agenda at Level 3.
5. Participates as a voting member of appropriate curriculum committee.
6. Reviews curriculum committee minutes.
7. Communicates curriculum committee information and summary to department members.

**PRINCIPAL LEVEL RESPONSIBILITIES**

1. Assists in, or develops, curriculum proposals.
2. Receives agenda from Level 3 in order to prepare properly for curriculum committee meeting.
3. Attends curriculum meetings, makes suggestions, and receives proposals from Levels 1, 2, 3.
4. As a voting member of curriculum committee, participates in discussion and review of all proposals.
5. Reviews posted curriculum committee minutes.
6. Communicates curriculum committee information and summary to faculty and staff.

**ASSISTANT/ASSOCIATE SUPERINTENDENT LEVEL**

1. Attends meetings at any level, as necessary.

2. The assistant/associate superintendent for instruction is designated as chair of Level 3 and is responsible for preparation of the agenda and the progression of curricular proposals.
3. Schedules and chairs all curriculum committee meetings.
4. Votes on curriculum proposals and oversees development of committee minutes and reports.
5. Provides the Superintendent with ongoing reports regarding committee activity and recommendations.

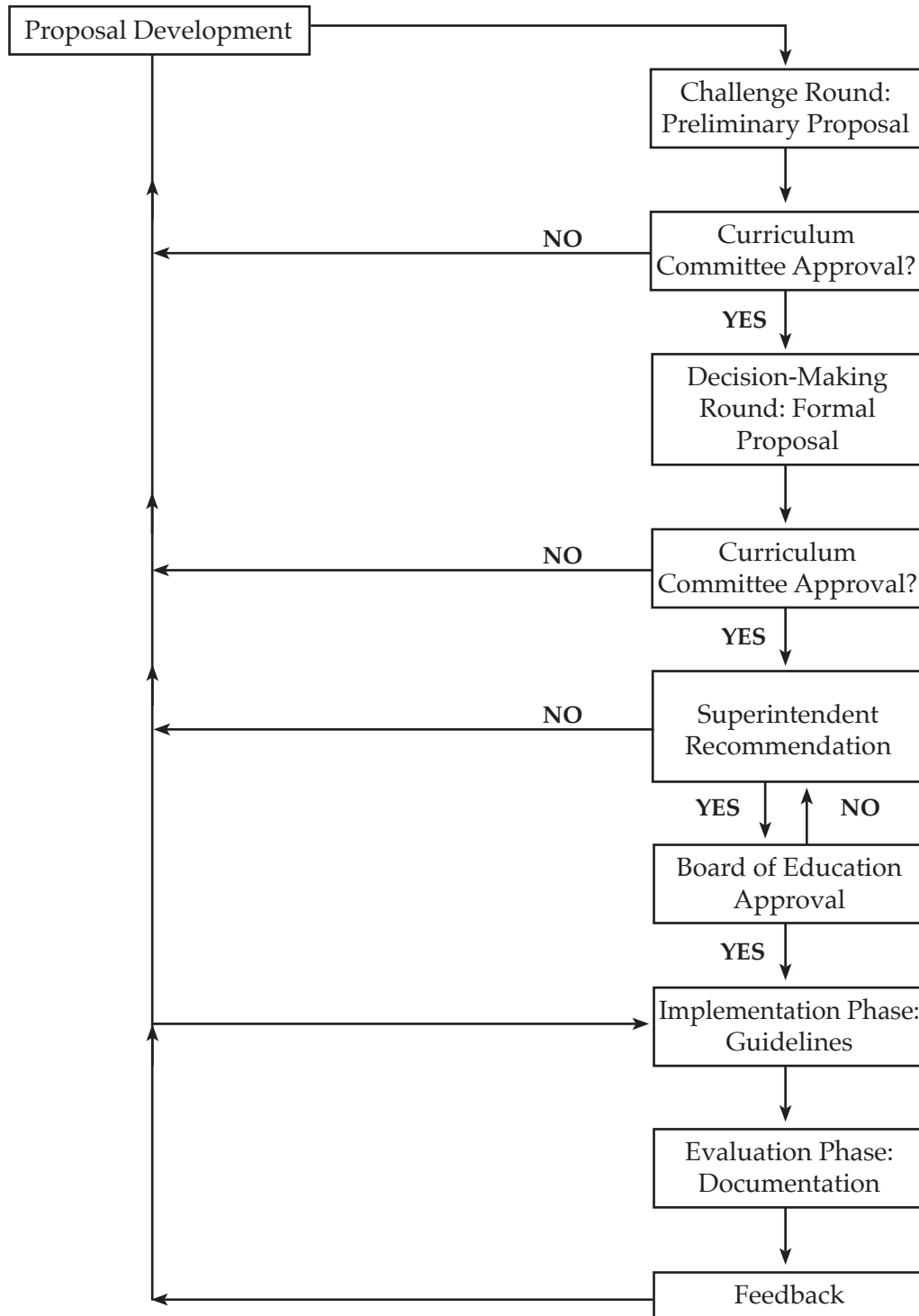
#### **SUPERINTENDENT LEVEL (See Level 5)**

1. Receives reports and recommendations from assistant/associate superintendent for instruction on work at all levels through Level 4. May attend any meeting at any level. Receives an agenda from Level 3 and minutes from Level 4.
2. Takes action to implement decisions made and to present appropriate items to the Board of Education for approval.

#### **BOARD OF EDUCATION LEVEL**

1. Acts on recommendations of Superintendent in policy development.

**CURRICULUM COMMITTEE PROCESS & DOCUMENTATION**



The format of the curriculum committee process is a four-phase cycle. The phases are the challenge round, the decision-making round, the implementation phase, and the evaluation phase.

### **CHALLENGE ROUND [PRELIMINARY PROPOSALS]**

During the challenge round, new ideas or suggested curriculum changes are presented. Ideas or changes are set forth in the preliminary proposal. In the challenge round, the preliminary proposals are discussed. If the committee feels that a proposal has sufficient merit, it will vote to accept the preliminary proposal and to develop a formal proposal for presentation at the decision-making round. The challenge round may include direction for proposal development or requests to address specific aspects of the proposal in the decision-making round.

### **DECISION-MAKING ROUND [FORMAL PROPOSALS]**

The decision-making round is that portion of the process dealing with review of all aspects of the proposed change. All major areas are reviewed using the formal proposal as a basic document. As the proposal is clarified, the formal proposal may be modified and refined to reflect the direction of the curriculum committee. The decision-making round is over when the curriculum committee votes on the formal proposal. At that time the formal proposal is completed. The formal proposal acts as the communication to the Superintendent and hence the Board of Education. It will serve as a basis for their decision-making.

### **IMPLEMENTATION PHASE**

The implementation phase is entered after the Board of Education has approved the formal proposal. Implementation is a form of project management. It uses the formal proposal as an implementation guide.

### **EVALUATION**

An extension of the implementation phase is evaluation and feedback. Both of these processes provide on-going monitoring of the program according to the procedures set forth in the formal proposal.

### **CLASSIFICATION OF CURRICULUM PROPOSALS, MAJOR OR MINOR**

There are two classifications of curriculum changes.

A **major** curriculum change is one which significantly modifies the existing course content. Major proposals require both preliminary and formal proposal reviews. Included in this category are:

1. Adding a course or series of courses to the approved district curriculum.
2. Developing a course change which changes course content significantly, including a change in major course critical learning standards, or affects enrollment, staffing, use of facilities and equipment.
3. Creating a package of classroom materials — particularly media — that systemically modifies instruction in that course.

A **minor** curriculum change is one which strengthens an existing program, or that modifies the way that an existing curriculum is presented. Minor proposals require only a single curriculum committee review. Included in this category are:

1. Significant revisions to the methodology for existing units of a course.
2. Developing innovative classroom materials for classroom support.
3. Revising textbooks.
4. Changing a course title or course code.
5. Proposing summer curriculum projects.
6. Minor changes in course critical learning standards.
7. Adoption of new educational technology, supplementary textbooks or field trips.
8. Changes to course assessments.

The assistant/associate superintendent for instruction, as curriculum committee chair, shall determine the classification of all curricular proposals.



## REQUIRED CURRICULUM COMMITTEE REVIEW

All curriculum changes that call for *major* or *minor* change in direction should be brought to the attention of the curriculum committee through the assistant/associate Superintendent's office.

## DATE OF SUBMISSION

Due to the budgetary cycle, scheduling cycle, and staff commitments, the preliminary round and decision-making round of the curriculum process must be placed within realistic time constraints. Concerns or questions about proposal timelines should be addressed to the assistant/associate superintendent for instruction.

All preliminary proposals for *major* curriculum changes must be submitted to the curriculum committee no later than the spring semester of the calendar year prior to implementation. This will allow for summer curriculum work, a decision-making round, and Board of Education approval prior to the schedule building and budget building required for implementation.

## WHO MAY SUBMIT PROPOSALS

Any teacher, department chair, or administrator within the district has the opportunity to bring thoughts and ideas to the curriculum committee. They must develop a preliminary proposal for consideration by the curriculum committee. Teacher proposals should be developed in conjunction with other members of the professional staff and particularly with the teacher's department chair. All proposals must be presented to chairs prior to committee presentation. If a proposal is deemed to be unfounded by the department chair, and he/she is unable to convince the teacher that this is the case, the preliminary proposal may be brought to the curriculum committee with a recommendation of rejection from the chair. It is the responsibility of the curriculum committee as a whole to determine the relative merits of a proposal.

## PROPOSAL REVIEW

There is a need for the review of preliminary and formal proposals prior to their discussion at the curriculum committee meeting. It is required that all proposals, in their presentation form, be in the hands of committee members ten working days prior to the curriculum committee meeting. Proposals not received prior to this time may not be discussed or acted upon at the meeting.

All proposals should contain information stating that all department chairs have discussed the proposals, and that the District chair has discussed the proposal with the associate superintendent for instruction.

At the time a preliminary proposal is submitted at the curriculum committee meeting, it must be accompanied by an attached statement signed by all department chairs indicating that they have reviewed the proposal.

At the time the formal proposal is submitted to the curriculum committee, it must be accompanied by an attached statement signed by all department chairs in the district indicating: (1) that they have reviewed the proposal; (2) that they agree or disagree with the proposal; and (3) they will or will not file a minority report with the proposal.

## PRELIMINARY PROPOSAL

The preliminary proposal is the initial documentation of a suggested curriculum change. It forms the basis for discussion and decision as to whether the suggested curriculum change should be pursued further (i.e. development of a formal proposal). The preliminary proposal sets forth the perceived needs and the primary objectives of suggested revision. It also sets forth in very general terms how the change will be implemented (methodology). The proposal should address itself to three basic questions: (1) how does the proposal improve our curriculum; (2) how does the proposal address state learning standards; and (3) what is the estimated cost of the proposal.

## FORMAL PROPOSAL

The formal proposal is the detailed description of the suggested curriculum change. This document becomes the basis for decision-making and is subject to modification by the curriculum committee as various components are discussed and/or modified.

There is no specified length for the formal proposal, however, there is a specific format. It must answer specific

questions in several areas. Each area should be addressed in a clear, concise, well-written manner:

**NEED** — This section should identify the specific needs, revealed by objective and subjective assessment efforts, which the suggested curriculum change is designed to meet. It should identify the target population to be served by the curriculum change. Supporting documentation or testimonies from concerned individuals may be used. Any relevant data, based on long-range plans or studies, should be included.

**OBJECTIVES** — This section should list the major outcome(s) and objective(s) of the proposed program. The objective(s) are the chief and initial method of conveying the intention(s) of the change, it (they) should be carefully written. The outcome(s) and objective(s) should set forth what the course (or modification) can do better than existing courses (or methods). It also should state what can be expected in terms of results.

**SIGNIFICANCE**— This section should describe how the proposal addresses state learning standards, specifically listing affected standards and the estimated percentage of the student population which would be impacted by the change. Particular note should be made of standards previously not addressed or how the proposed change would strengthen curriculum alignment with state standards.

**METHODOLOGY** — This section should outline a plan of action pertaining to the scope and detail of how the proposed curriculum change will be accomplished for implementation. It should indicate the direction of training, or the skills required by teachers, to successfully implement this course throughout the District.

**EVALUATION** — This evaluation section should contain specific evaluation methods for each objective or a strategy to measure the overall impact of the program. In developing this section, the following should be considered: (1) how will the program be evaluated; (2) who will assume responsibilities for the evaluation of the program; (3) what will be the reporting dates for the evaluation; (4) what techniques will be used for collecting base line data on the target group (5) what instruments or devices will be used in measuring the success of the program; and (6) what criteria should be used for judging the success or failure of the program.

**IMPACT** — This section should detail the impact the proposed curriculum change will have on other courses, other departments, and/or other programs. The impact statement also should include scheduling problems as worked out in conjunction with student services directors.

**BUDGETS** — This section should outline, in detail, the budget that will be necessary to implement the curriculum change. It should include new funding that will be required in terms of: (1) additional personnel; (2) print and non-print materials; and (3) increased technical support. Also indicated should be any decreases in expenses due to: (1) the withdrawal of students from other areas of the curriculum; (2) deletions of other courses; and/or (3) cutbacks in teaching staff. Any changes in student housing or facility needs should be clearly determined.

**ALTERNATIVES** — This section should set forth alternatives to the preliminary proposal. Each alternative should discuss the most reasonable alternatives suggested during the challenge round.

**MINORITY REPORTS** — This section should maintain minority reports submitted by members of the teaching staff, department chairs, building administrators, and/or District administrators. Since formal proposals are submitted to department chairs and principals a minimum of five working days prior to the curriculum committee meeting, there will be sufficient time for the development of written minority reports.

## HELP IN PROPOSAL WRITING

District department chairs have expertise in proposal development. Principals or the assistant/associate superintendent for instruction are resources for proposal development. Proposal forms are available from the assistant/associate superintendent for instruction.

# STUDENT-ATHLETE CONCUSSIONS & HEAD INJURIES (IGDMA)

Board policy requires that any student athlete who exhibits signs, symptoms or behaviors consistent with a concussion in any activity, practice or contest shall be removed from all participation and the parents/guardians will be notified. A student athlete removed from any activity, practice, or contest for exhibiting signs, symptoms, or behaviors consistent with a concussion cannot continue to participate in that activity, practice, or contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.

A student athlete who was not initially cleared to participate in any athletic activity, practice, or contest cannot participate until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois

Parents and students must be informed about this policy in a written instrument that a student athlete and his or her parent/guardian must sign before the student is allowed to participate in any activity, practice or contest.

Consistent with Illinois and IHSA by-laws, all coaches, student-athletes, and parents/guardians are educated on the nature and risks of concussions and head injuries, including continuing play after a concussion or head injury. District 211 also has formed a Concussion Oversight Team that includes administrators, athletic trainers, nurses, and doctors. The Concussion Oversight Team has developed the Return-to-Play and Return-to-Learn protocols for students believed to have experienced a concussion. The following are District 211's Return-to-Learn (RTL) protocols:

## GENERAL INFORMATION

A student's best chance of full recovery from a concussion involves two critical components: cognitive and physical rest. Continued research has shown cognitive rest to be essential in the quick resolution of concussion symptoms. Cognitive stimulation includes: driving, playing video games, computer use, text messaging, cell phone use, loud and/or bright environments, watching television, reading, and studying. These stimuli must be limited or avoided during recovery. Physical activities that increase symptoms should be avoided. Physical activity such as physical education, athletics and strength or cardiovascular conditioning should be avoided or should be limited and monitored by a trainer when symptoms are present.

Please note that timelines in the Concussion Care protocols are general guidelines. All individuals will respond differently to a head injury and the timelines will be adjusted accordingly by the health care personnel.

**It is recommended that this protocol is shared with the student's primary care physician (licensed to practice medicine in all its branches, i.e. pediatrician) during the initial visit.**

## STAGES OF CONCUSSION RECOVERY AND ACADEMIC/ATHLETIC PARTICIPATION

1. Rest (as symptoms dictate)
2. Return to School
3. Full Academic and Athletic Participation

## DEFINITION

Non Athlete student: A student that is currently not actively participating in a District 211 in-season sport.

Student Athlete: A student that is currently participating in a District 211 in-season sport.

## POINTS OF EMPHASIS

- It is important to note that the recovery from a concussion is a very individualized process. Caution must be taken not to compare students with concussions as they progress through the recovery process.
- For the concussion protocol to be initiated, the student the non-district 211 athlete must be initially evaluated by a health care provider (licensed to practice medicine in all of its branches) OR an athletic trainer. Documentation

must be provided with a concussion diagnosis to the school nurse or athletic trainer. An emergency room/acute care note is only temporary until seen by the student's primary care physician or athletic trainer within one week.

- As a general rule, for every day the student is within Stages 1-2, they will be granted the same number of days to complete missed assignments.
- As the student's recovery progresses through Stages 1 and 2, teacher/ case manager should identify essential academic work in each subject and collaborate with department supervisors, as needed, to determine potential reduction in course workload. This will promote healing, and help reduce the student's anxiety level related to the perceived volume of work that will be required once the student is medically cleared to resume a full academic load.
- The teacher has the option of assigning the student a grade of incomplete for the progress mark, final exam, and/or semester grade.
- For the student athlete: It is important upon return to school the student report to the athletic trainer and school nurse daily to monitor symptoms and determine progression to the next stage within the concussion care protocol.
- For the non-athlete student: report only to the school nurse daily.

Timelines in the Return to Learn (RTL) and Return to Play (RTP) protocols are general guidelines. All individuals will respond differently to a head injury and the timelines will be adjusted accordingly by health care personnel.

## FOUR STAGE PROGRESSION

### FULL RETURN TO ACADEMIC (RTL) AND ATHLETIC ACTIVITY

Timelines in the Return to Learn and Return to Play protocols are general guidelines. All individuals will respond differently to a head injury and the timelines will be adjusted accordingly by health care personnel.

#### STAGE 1: REST

- Characteristics
  - Severe symptoms at rest.
  - Symptoms may include but are not limited to:
    - Headache or pressure in head, dizziness, nausea, photosensitivity, auditory sensitivity, inability to focus/ concentrate, memory/lack of recall, feeling mentally foggy, unusual changes in mood, fatigue.
    - Students may complain of intense and continuous/frequent headaches Cognitive stimulation including driving, playing video games, computer use, text messaging, cell phone use, loud and/or bright environments, watching television, reading and studying may increase symptoms.
- Initial evaluation by primary care physician or certified athletic trainer (not ER).
- No PE or athletic participation (includes practices and attending events).
- Accommodations/considerations:
  - No school attendance - emphasize cognitive and physical rest.
  - Sports: does not attend practice/games.
  - No tests, quizzes or homework.
- Parent and student receive copy (hardcopy or electronic) of District 211 Concussion Care Protocol
- School nurse will notify student's teachers and appropriate staff.

#### \*PROGRESS TO STAGE 2 WHEN:

- Decreased sensitivity to light or noise
- Decreased intensity and frequency of headaches and dizziness
- Decreased feeling of foggy or confusion

## **STAGE 2: RETURN TO SCHOOL (*Options for altered daily class schedule*)**

- Characteristics
  - Mild symptoms at rest, but increasing with cognitive and physical activity.
- Modified class schedule
  - Example: alternate afternoon classes and morning classes, repeat as symptoms warrant.
- No PE or athletic participation.
- For the student athlete: student to report to the school nurse and athletic trainer as directed.
- For the non-student athlete: report to the school nurse as directed.
- Accommodations/Considerations:
  - Student should avoid noisy, loud areas such as: choir; orchestra; band; gymnasium; cafeteria as symptoms dictate.
  - Student may rest in nurse's office to offer breaks between academic classes as symptoms dictate.
  - Student may request a hall pass from the school nurse to avoid noisy, crowded hallways between class periods as symptoms dictate.
  - Limit computer work, videos/movies in class (as symptoms dictate).
  - Divide up work into smaller portions (15-20 mins. at a time) as symptoms dictate.
  - Postpone/limit tests, quizzes or homework if symptoms dictate.
  - Provide student with copies of class notes (teacher or student generated) upon student request.
  - Audio books are helpful for students struggling with visual processing if available.

### **\*PROGRESS TO STAGE 3 WHEN:**

- Symptom free with cognitive and physical activity.
  - Student should report any return of symptoms with cognitive or school day activity.
- Written clearance by primary care physician (primary physician or neurologist) or athletic trainer for return to physical and full academic activities.

## **STAGE 3: FULL DAY OF SCHOOL ATTENDANCE**

- Characteristics
  - Asymptomatic with academic/cognitive and physical activities
- For the student-athlete: report daily to the athletic trainer and school nurse. Student will begin the District 211 required Return to Play Protocol with the athletic trainer.
- For the non-athlete student: report daily to the school nurse for assessment checklist.
- Accommodations/Considerations:
  - Resumption of full academic responsibilities once symptoms have resolved completely as determined by primary care physician or athletic trainer. School nurse will notify teachers/counselor/case manager.
  - Create plan for possible modification and gradual completion of required make-up work (school counselor, teacher, department supervisor).
  - Consider tutoring services if student has more than 3 weeks of required academic work to make up.
  - Teachers have the discretion to identify essential academic work for their course.

For the non-athlete student: written clearance to full participation from primary care physician will be required for return to PE participation. Upon receipt of clearance, school nurse will consult with PE teacher regarding appropriate return to full participation within current activity (no formal gradual return to physical activity).

For the student athlete: required to follow the District 211 Return to Play Protocol under the direction of the athletic trainer.

***\*If the student remains in a stage longer than 2 weeks, the school nurse will present the student's case to counselor/ case manager for review and possible need for further assistance. The school nurse will consult with the primary care physician.***

#### **DISTRICT 211 RETURN TO PLAY PROTOCOL** *(required if student athlete)*

- The IHSA Return to Play Protocol includes 5 phases of activity with increasing intensity. Each phase will take place 24 hours following the previous step. If symptoms return during any phase, a 24-hour period of rest is required before repeating that phase.
- This protocol will be performed under the supervision of the athletic trainer.
  - Stage 1: Light aerobic activity
  - Stage 2: Increased aerobic activity
  - Stage 3: Non-contact activity related to specific sport/skill
  - Stage 4: Full contact activity
  - Stage 5: Return to competition-requires written statement from physician or athletic trainer and a signed parent return to play consent form

***\*If the athletic trainer feels it is in the best interest of the athlete, the trainer may exclude the athlete from practice or play until the trainer determines the athlete is ready for activity, regardless if a doctor has cleared the athlete.***

#### **FOLLOW UP**

- The student is encouraged to meet with school counselor regularly to discuss progress, grades, and status of make-up work.
- The student is encouraged to meet with the athletic trainer or school nurse to assess any recurring symptoms.

For additional questions please contact the student's school counselor, the school nurse, or the athletic trainer.

# COPYRIGHT & FAIR USE

According to the US Copyright Office, “Copyright is a form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression. Copyright covers both published and unpublished works. Copyright, a form of intellectual property law, protects original works of authorship including literary, dramatic, musical, and artistic works, such as poetry, novels, movies, songs, computer software, and architecture.” Copyright protects works such as written word, movies, CD/DVD/Blu-ray’s, video games, videos, plays, paintings, sheet music, recorded music performances, novels, software code, sculptures, photographs, choreography and architectural designs.

Displaying content from specific streaming services including, but not limited to, Netflix, Hulu, Amazon Prime, and others is a violation of copyright law and not protected under the “Face-to-Face Teaching Exemptions” or “Fair Use” guidelines.

Using media – pictures, videos, .pdf copies of articles or books – in the direct instruction of your class might be acceptable in some circumstances under “Fair Use” guidelines. Fair Use Guidelines allows some limited use of some copyrighted materials and is based on four principles:

1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
2. The nature of the copyrighted work.
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.

The effect of the use upon the potential market for, or value of, the copyrighted work.

This is not to say that any educational use of copyrighted materials, whether written or electronic, is legal. Rather, the law reviews each case individually. In past legal reviews, the more an educator uses a work widely, regularly, or in its entirety without the author’s permission, the more likely it can be construed as a copyright violation.

Some things are never acceptable. Copying pages of a workbook or a novel for your entire class is a violation of copyright law unless the book clearly states that pages are reproducible. A recording or a software program purchased or rented for individual use does not empower that individual to share that recording or software with an audience or class. Showing videos from the Internet that are copyrighted films or film clips is a violation of copyright law.

# SELECTION & REVIEW OF INSTRUCTIONAL MATERIAL

District Policy IIAC directs the selection and review process for all instructional materials and provides specifics of that process. Instructional materials include any media used to educate students, including but not limited to textbooks, supplementary books, audio and video recordings, on-line and software resources, and live broadcasts. Regardless of the type of materials being considered, the following ***Guidelines for the Evaluation of Instructional Materials***, as provided in the District Board Policy IIAA, Selection of Instructional Materials, should direct the selection process:

- 1. Instructional Value** – Does the instructional material desired provide valuable support to the learning of the defined curriculum, and specifically the objectives and critical learning standards, of the course or program?
- 2. System of Review** – Are all District review processes guiding the adoption of material followed in its selection?
- 3. Legality and Policy** – Does use of the instructional materials in question adhere to copyright laws and District policies and procedures?
- 4. Appropriateness** – Is the material selected a reflection of District standards and does it reflect sensitivity to the age and maturity level of students?
- 5. Balance** – Whenever the materials chosen present a viewpoint of controversy, are other viewpoints also presented?
- 6. Importance** – In the case of potentially controversial materials, is there documented instructional benefits to or recognized academic support for use of the materials?

Teachers wishing to adopt materials for instructional use should discuss the proper procedures for adoption of the specific materials being considered with their department chair or principal.



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## TOWNSHIP HIGH SCHOOL DISTRICT 211

*Extraordinary Opportunities. Innovative Teaching. Exceptional Learning.*

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