



AGENDA

Meeting of the Board of Education

To be held at The Administration Center
2123 S. Arlington Heights Road, Arlington Heights, IL 60005
Monday, September 25, 2017 at 7:00PM

*Reception for Newly Tenured Certified Staff 6:30-7:00PM

- 1.0 CALL TO ORDER – 7:00 P.M.** – Barbara Somogyi, President
- 2.0 ROLL CALL** – Sunil Bhave, Secretary
- 3.0 PLEDGE OF ALLEGIANCE**
- 4.0 CELEBRATIONS**
 - 4.01 Newly Tenured Teachers
- 5.0 DISCUSSION ITEMS**
 - 5.01 Presentation - Dual Language Models
- 6.0 COMMENTS AND SUGGESTIONS FROM THE AUDIENCE**
- 7.0 ACTION ITEMS**
 - 7.01 Approval Of Board Policy Updates
 - 7.02 Approval Of Operation North Pole Donation For Students At Multiple Elementary Schools
 - 7.03 Approval Of Donors' Choice Donation For Brentwood Elementary School
 - 7.04 Approval Of Des Plaines Healthy Community Partnership Donation For Brentwood Elementary School
 - 7.05 Approval Of Support For The Dual Language Model
- 8.0 NEW/CONTINUING BUSINESS AND ANNOUNCEMENTS**
 - 8.01 2017-18 Board Calendar Agenda
- 9.0 REPORTS OF THE BOARD OF EDUCATION**
 - 9.01 Board and Superintendent Committees
 - a. 2017-18 Board and Superintendent Committees
 - b. Board Policy 2:150 Committees
 - 9.02 Draft of Board Working Agreements
- 10.0 REPORTS OF THE SUPERINTENDENT'S TEAM**
 - 10.01 Enrollment & Demographic Study Report
- 11.0 ADJOURNMENT**

Individuals who require special accommodations because of a disability should contact the Educational Services Department at 847.593.4335.

The next regular meeting of the Board of Education will be held on Tuesday, October 10, 2017 at the District 59 Administration Center, 2123 S. Arlington Heights Rd., Arlington Heights, IL 60005

www.ccsd59.org

School District 59-Preparing Students to be Successful for Life

ROLL CALL

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

Roll Call:

Meeting of Monday, September 25 2017

| Attendance | Present | Absent |
|------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> |



COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59

CONGRATULATIONS TO OUR NEWLY TENURED CERTIFIED STAFF

Lisa Albarello - ELC
Claudia Apiquian - ELC
Deanna Bavaro Hernandez - Grove
Pamela Biasco - ELC
Colleen Briggs - Ridge
Elizabeth Cano - Friendship
Laura Castro - Frost
Nicole Christensen - ELC
Fabiola Cortes - Jay
Phyllis Huene - Forest View
Sofia Huitron - Grove
Michelle Ingebrigtsen - Forest View
Kristi Ishikawa - Holmes

Claudia Lamas - Salt Creek
Julie Lannert - Holmes
Amy Marson - Rupley
Amanda Pollert - Clearmont
Sam Rosenberg - Grove
Rachel Schrage - Friendship
Heather Sherwood - Grove
Rachel Spenn - Devonshire
Anna Szczesik - Clearmont
Anna Treutler - Brentwood
Iwona Wajda - Clearmont
Megan Watterlohn - Friendship

DISCUSSION ITEMS



Dual Language Model

Board of Education 9.25.17

Class Size Comparisons

| School | Gen Ed./ESL# Sections | Gen Ed./ESL Average Class Size | DL # Sections | DL Average Class Size |
|---------------------|-----------------------|--------------------------------|---------------|-----------------------|
| Brentwood | 18 | 21.3 | 4 | 21.5 |
| Byrd | 9 | 18.4 | 9 | 21.9 |
| Clearmont | 14 | 19.7 | 6 | 22.3 |
| Devonshire | 17 | 20.6 | 5 | 18.6 |
| Frost | 12 | 19.7 | 6 | 19.5 |
| Forest View | 20 | 21.4 | n/a | n/a |
| Juliette Low | 10 | 15.7 | 10 | 14.8 |
| John Jay | 6 | 18.7 | 12 | 15.7 |
| Ridge | 12 | 23.3 | n/a | n/a |
| Rupley | 9 | 17.9 | 8 | 21.8 |
| Salt Creek | 8 | 20.1 | 13 | 20.6 |
| Totals | 135 | 19.7 | 73 | 19.6 |

Cost Comparisons

| General Education with ESL (<i>Integrated and/or ESL Resource</i>) | Transitional Bilingual Education (<i>former program model</i>) | Dual Language Model |
|--|---|--|
| <p>Students are in a general education classroom with a classroom teacher</p> <p>Students may also receive support from an ESL resource teacher for language services and supports</p> | <p>Students are in a self contained bilingual classroom with a bilingual teacher until they exit ELL services (<i>for a very high % this is 4th or 5th grade</i>)</p> <p>All language services and supports are embedded into classroom instruction</p> <p>Students are added back to general education classroom after exiting ELL, resulting in increased class sizes at upper grades for general education and decreased class size for bilingual classes at upper grades (class size disparity)</p> | <p>Students are in a self contained dual language classroom with a dual language teacher from K-5</p> <p>All language services and supports are embedded into classroom instruction</p> <p>After students exit the ELL designation they remain in that same classroom</p> |

Linguistic Profile

| Level of English upon entry | Dual Language Spanish | Dual Language Polish |
|------------------------------------|------------------------------|-----------------------------|
| 1 | 39.7% | 27.6% |
| 1.5-2.0 | 13.1% | 15.8% |
| 2.5-3 | 11.8% | 13.2% |
| 3.5-4 | 15.6% | 11.8% |
| 4.5-5 | 15.6% | 23.7% |
| Above 5 | 4.2% | 7.9% |

Language Acquisition Misconception

“The more children are immersed in English in school, the faster they will learn English.”

“The more children are immersed in English in school, the faster they will learn English.”

- **Clarification** - For adults and older children who have a well-established first language, this statement might be true, but for young learners who have not yet mastered their own language, completely shifting to a new unfamiliar language too early can have a negative effect on English fluency (Espinosa, 2008)
- **Clarification** - It is certainly true that children need sufficient input in a language to gain proficiency, but the type of input is also a key factor. For input to be effective for second-language acquisition, it must be comprehensible. Merely being immersed in a second-language environment is no guarantee of receiving comprehensible input (Dicker, 2003).

“The more children are immersed in English in school, the faster they will learn English.”

- **Clarification** - Systematic, deliberate exposure to English during early academic years combined with ongoing opportunities to learn important concepts in the home language results in the highest achievement in both the home language and English (Espinosa, 2008)
- **Clarification** - A dual language program for English learners is the only program for English learners that fully closes the gap long term. (Collier & Thomas, 2004)

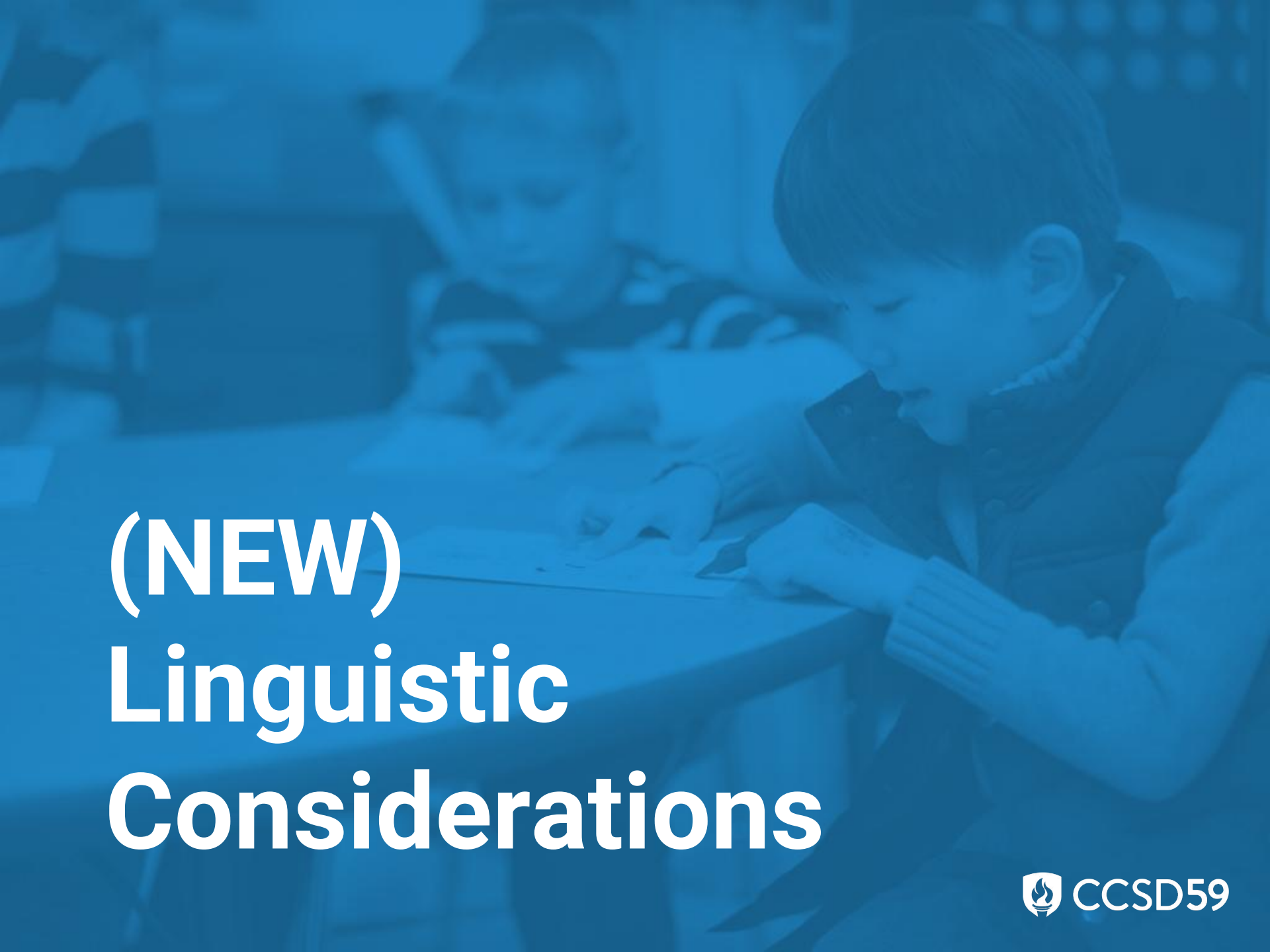
Assessment Clarifications

- Developing full academic proficiency in a language typically takes 5-7 years
- Proficiency on the ACCESS test is highly correlated to success on PARCC
- Some students will reach full proficiency sooner and others take longer
- New ISBE and ESSA guidelines set expectations that:
 - Students reach annual growth targets on ACCESS
 - Students meet proficiency after 5 years of EL programming (*starting in grade 1*)
- Limited availability of Spanish/Polish assessments

Why 80/20?

Why 80:20?

- The 80:20 and 50:50 models produce the same results in terms of English language development
 - **Why 80/20?**: The 80:20 model is a benefit because it results in higher proficiency in the language other than English
 - *The most pronounced difference between the two programs occurs in the level of proficiency in the partner language which may not be as high as the 50:50 model (de Jong, 2014).*
 - **Why 80/20?**: Meets the language acquisition needs of all language profiles (systematic, deliberate instruction i.e. Bridge)



(NEW)
Linguistic
Considerations

Meeting the needs of all English learners

- Given the language profile data shared earlier and some of the questions about differentiation how can we target individual language proficiency needs more deliberately in all of our EL models?
 - (NEW) Expand [Linguistic Profile](#) information collected upon entry
 - (NEW) Share this with teachers
- How can teachers use this information?
 - Identifying student strengths, informing student goal setting, creating language outcomes in lessons, conferring and anecdotal records, forming and planning for guided groups

References

- Espinosa, L.M. (2013). Pre-K-3rd: Challenging common myths about dual language learners. New York, NY: Foundation for Child Development.
- Collier, V., & W.P. Thomas, Reforming education policies for English learners means better schools for all. *The State Education Standard*, 3(1), (2002), 30-36. & Collier, V., & W.P. Thomas. *The astounding effectiveness of dual language for all. NABE Journal of Research and Practice*, 2:1 (Winter 2004), 1-20



ACTION ITEMS

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59

Elk Grove Township Schools

RESOLUTION: ADOPTION OF BOARD POLICY (*District Aims*)**Background**

The IASB Policy Reference Manual provides a system for regular updating of policies to ensure legal compliance and provides cross-referencing of related policies and the legal references. Every policy is reviewed at least once every five years or as a result of state or federal, Illinois School Code, or Illinois School Board of Education regulation or rule changes. The administration also makes recommendations for policy revisions as needed. Additionally, the Board is required by School Code to review select policies either annually or biennially.

Motion made by _____, seconded by _____ to adopt the following resolution:

WHEREAS on the 11th day of September 2017, the Board of Education reviewed policy changes recommended in the IASB Press Update #95 and the policies recommended for 5-Year Review at the September 11, 2017 Board of Education meeting as listed below:

| | | |
|-------|--|--------------------|
| 2:260 | <u>Uniform Grievance Procedure</u> | Adopt as presented |
| 6:180 | <u>Extended Instructional Programs</u> | Adopt as presented |
| 6:210 | <u>Instructional Materials</u> | Adopt as Revised |
| 8:70 | <u>Accommodating Individuals with Disabilities</u> | Adopt as presented |

Policies Recommended For 5 Year Review

| | | |
|-------|--|------------------|
| 2:210 | <u>Organizational School Board Meeting</u> | Adopt as Revised |
| 4:70 | <u>Resource Conservation</u> | No changes |
| 6:80 | <u>Teaching About Controversial Issues</u> | No changes |
| 6:290 | <u>Homework</u> | Adopt as Revised |
| 7:80 | <u>Release Time For Religious Instruction/Observance</u> | No changes |

| | | |
|-------|--|--------------------|
| 7:160 | <u>Student Appearance</u> | Adopt as Revised |
| 7:275 | <u>Orders to Forgo Life-Sustaining Treatment</u> | New policy for D59 |

THEREFORE, BE IT RESOLVED THAT on the 25th day of September 2017, the Community Consolidated School District 59 Board of Education approves the recommended updates to the Community Consolidated School District 59 Board of Education Policy Manual.

ADOPTED this 25th day of September, 2017, by a roll call vote as follows:

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

President

ATTEST:

Secretary

DRAFT UPDATE

Community Consolidated School District 59

2:260

School Board

Uniform Grievance Procedure

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

1. Title II of the Americans with Disabilities Act;
1. Title IX of the Education Amendments of 1972;
2. Section 504 of the Rehabilitation Act of 1973;
3. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.;
4. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.;
5. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
6. Bullying, 105 ILCS 5/27-23.7
7. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
8. Curriculum, instructional materials, and/or programs;
9. Victims' Economic Security and Safety Act, 820 ILCS 180;
10. Illinois Equal Pay Act of 2003, 820 ILCS 112;
11. Provision of services to homeless students;
12. Illinois Whistleblower Act, 740 ILCS 174/.
13. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513/ and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. §2000ff et seq.)
14. Employee Credit Privacy Act, 820 ILCS 70/.

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this procedure/policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this procedure/policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to the grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

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

Commented [APowell1]:

Title II of the ADA of 1990 also includes website accessibility. Addressing website accessibility is complicated. Many entities addressing website accessibility use *Web Content Accessibility Guidelines* (WCAG) 2.0, a frequently cited accessibility standard that contains guidelines developed by a private group of accessibility experts. WCAG 2.0 is the standard the U.S. Dept. of Justice referenced in its recent Title II rulemaking. While it is not adopted as the formal legal standard for public accommodation websites, it has been used in many consent decrees and settlement agreements. Find it at: www.w3.org/TR/WCAG20/.

To avoid allegations that a district violated Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA of 1990, many attorneys suggest that school districts' websites meet the WCAG 2.0 guidelines.

See also policy 8:70, *Accommodating Individuals with Disabilities*

Issue 95, July 2017

Commented [APowell2]:

Edits are made throughout to clarify that, although titled "Uniform Grievance Procedure," this is a Board policy.

Issue 95, July 2017

DRAFT UPDATE

Deadlines

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

Filing a Complaint

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

For bullying and cyber-bullying, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant 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 Complainant.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this ~~procedure-policy~~ about the status of the investigation. Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the School Board, which will make a decision in accordance with ~~the following~~ §section 3- of this policy. The Superintendent will keep the Board informed of all complaints.

Decision and Appeal

Within ~~5~~ five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

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

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the School Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the School Board. Within 30 school business days, the School Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information.

DRAFT UPDATE

Within ~~5~~-five school business days of the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

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

Appointing a Nondiscrimination Coordinator and Complaint Managers

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

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint ~~2~~^{two} Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

Nondiscrimination Coordinator:

Mr. Tom Luedloff/Mrs. Maureen McAbee _____

Name

2123 S. Arlington Heights Rd. _____

Address

Arlington Heights, IL 60005 _____

847-593-4300 _____

Telephone

Complaint Managers:

DRAFT UPDATE

| | |
|---|---|
| Mrs. Maureen McAbee | Mr. Tom Luedloff |
| Name | Name |
| 2123 S. Arlington Heights Rd. Arlington Heights, IL 60005 | 2123 S. Arlington Heights Rd. Arlington Heights, IL 60005 |
| Address | Address |
| ----- | ----- |
| Email | Email |
| 847-593-430 | 847-593-4300 |
| Telephone | Telephone |

LEGAL REF.: Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.
Americans With Disabilities Act, 42 U.S.C. §12101 et seq.
Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
Equal Pay Act, 29 U.S.C. §206(d).
Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.
Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.
105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.
Illinois Genetic Information Privacy Act, 410 ILCS 513/.
Illinois Whistleblower Act, 740 ILCS 174/.
Illinois Human Rights Act, 775 ILCS 5/.
Victims' Economic Security and Safety Act, 820 ILCS 180., 56 Ill.Admin.Code Part 280.
Equal Pay Act of 2003, 820 ILCS 112/.
Employee Credit Privacy Act, 820 ILCS 70/.
23 Ill.Admin.Code §§1.240 and 200-40.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities), 8:110 (Public Suggestions and Concerns)

ADOPTED: September 28, 2015

DRAFT UPDATE

Community Consolidated School District 59

6:180

Instruction

Extended Instructional Programs

The District may offer extended instructional programs in accordance with State law and the District's educational philosophy.

LEGAL REF.: 105 ILCS 5/10-22.18a, 5/10-22.18b, 5/10-22.18c, 5/10-22.20, 5/10-22.20a, 5/10-22.20b, 5/10-22.20c, 5/10-22.29, 5/10-22.33A, 5/10-22.33B, 5/10-23.2, 5/27-22.1, 5/27-22.3, 5/27-23.6, 110/3, and 433/.

ADOPTED: May 13, 1996

REVISED: May 12, 1997; November 13, 2000; December 9, 2002; September 10, 2012

Commented [APowell1]:
The Legal References have been updated
Issue 95, July 2017

DRAFT UPDATE

Instructional Materials

All District classrooms and learning centers are equipped with an evenly-proportioned, wide assortment of teaching tools, textbooks, workbooks, audio-visual materials, and equipment selected to meet the students' needs. Textbooks and instructional materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. Present opposing sides of controversial issues;
5. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

A list or description of textbooks and instructional materials used in the District shall be revised annually by building administrators under the Assistant Superintendent for Instruction's direction and shall be made available to the Board and professional staff as a reference. Anyone may inspect any textbook or instructional material.

~~Teachers are encouraged to limit the use of supplemental media material to only that which will enhance, or otherwise illustrate, the subjects being taught.~~ **Teachers are encouraged to limit the use of supplemental media material to only that which will exemplify, illustrate, or enhance the learning outcomes.** All supplemental media material must be age-appropriate. Additionally, no movie shall be shown to a student that is rated R or X. All materials without a rating or not part of the District's standard instructional curriculum must receive prior approval from the Building Principal. These restrictions apply to television programs and other media with equivalent ratings.

Instructional Materials Selection and Adoption

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.: I 05 ILCS 5/10-20.8. ~~5/10-20.9.~~ and 5/28-19. 1.

CROSS REF.:

6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:80 (Teaching About Controversial Issues), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

ADOPTED: September 28, 2015

UPDATED: (date)

DRAFT UPDATE

Community Consolidated School District 59

8:70

Community Relations

Accommodating Individuals With Disabilities

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities on an equal basis and will not be subject to illegal discrimination. Where necessary, the District may provide to persons with disabilities separate or different aids, benefits, or services from, but as effective as those provided to others.

The District will provide auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Each service, program, website, or activity operated in existing facilities shall be readily accessible to, and useable by individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992 will be accessible when viewed in their entirety.

The Superintendent or designee is designated the Americans With Disabilities Act, Title II Coordinator and, in that capacity, is directed to:

1. Oversee the District's compliance efforts, recommend necessary modifications to the School Board, and maintain the District's final Title II self-evaluation document, update it to the extent necessary, and keep it available for public inspection for at least 3-three years after its completion date.
2. Institute plans to make information regarding Title II's protection available to any interested party.

Individuals with disabilities should notify the Assistant Superintendent for Educational Services, or Building Principals if they have a disability which will require special assistance or services and, if so, what services are required. This notification should occur as far as possible before the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Assistant Superintendent for Educational Services, as the Title II Coordinator, or by filing a grievance under the Uniform Grievance Procedure.

LEGAL REF.: Americans with Disabilities Act, 42 U.S.C. §§12101 et seq. and 12131 et seq.; 28 C.F.R. Part 35.
Rehabilitation Act of 1973 §104, 29 U.S.C. §794 (2006).
105 ILCS 5/10-20.51.
410 ILCS 25/, Environmental Barriers Act.
71 Ill.Admin.Code Part 400, Illinois Accessibility Code.

CROSS REF.: 2.260 (Grievance Procedure)

ADOPTED: May 10, 2010

REVISED: January 23, 2017

Commented [APowell1]:

"Website" was added to the policy to clarify that Title II of the ADA applies to websites. Even though the law has always included websites, websites have emerged into everyday life since this law was passed. Adding website to the policy is a way to inform the community that websites are included under Title II of the ADA.

See also policy 2.260, *Uniform Grievance Procedure*. While the U.S. Dept. of Justice (DOJ) under President Obama's Administration proposed regulations for public accommodations of websites (set to be final in 2018), President Trump signed an executive order in early 2017 entitled *Reducing Regulation and Controlling Regulatory Costs*, which makes it highly unlikely that the DOJ will issue any website regulations during the Trump Administration's tenure.

Issue 95, July 2017

Policy 2:210 Organizational Board of Education Meetings

During a March meeting in odd-numbered years, the Board of Education shall establish a meeting date(s): (1) to canvass the election within 21 days after the consolidated election, and (2) for its organizational meeting within 28 days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years.

At the organizational meeting the following shall occur:

1. The new Board of Education members shall be immediately seated.
2. The Board of Education shall elect its officers who assume office immediately upon their election.
3. The School Board shall fix a time and date for its regular meetings.
4. **The Code of Conduct shall be recited.**

LEGAL REF.:

[10 ILCS 5/2A-1 et seq.](#)

[105 ILCS 5/9-18, 5/10-5, and 5/10-16.](#)

CROSS REF.:

[2.30](#) (School Board Elections)

[2.200](#) (Types of School Board Meetings)

[2.220](#) (School Board Meeting Procedure)

[2.230](#) (Public Participation at School Board Meetings and Petitions to the Board)

Adopted: May 13, 1996

Revised: April 13, 1998; June 10, 2002; December 9, 2002; October 11, 2005; June 26, 2006

Community Consolidated School District #59

Policy 4:70 Resource Conservation

The Superintendent or designee shall manage a program of energy and resource conservation for the District that includes:

1. Periodic review of procurement procedures and specifications to ensure that purchased products and supplies are reusable, durable, or made from recycled materials, if economically and practically feasible.
2. Purchasing recycled paper and paper products in amounts that will, at a minimum, meet the specifications in The School Code, if economically and practically feasible.
3. Periodic review of procedures on the reduction of solid waste generated by academic, administrative, and other institutional functions. These procedures shall: (a) require recycling the District's waste stream, including landscape waste, computer paper, and white office paper, if economically and practically feasible; (b) include investigation of the feasibility of potential markets for other recyclable materials that are present in the District's waste stream; and (c) be designed to achieve, before July 1, 2020, at least a 50% reduction in the amount of solid waste that is generated by the District.
4. Adherence to energy conservation measures.

LEGAL REF.:

[105 ILCS 5/10-20.19c](#).

CROSS REF.: [4:60](#) (Purchases and Contracts), [4:150](#) (Facility Management and Building Programs)

ADOPTED: February 23, 2009

Community Consolidated School District #59

Policy 6:80 Teaching About Controversial Issues

The Superintendent shall ensure that all school-sponsored presentations and discussions of controversial or sensitive topics in the instructional program, including those made by guest speakers, are:

- Age-appropriate. Proper decorum, considering the students' ages, should be followed.
- Consistent with the curriculum and serve an educational purpose.
- Informative and present a balanced view.
- Respectful of the rights and opinions of everyone. Emotional criticisms and hurtful sarcasm should be avoided.
- Not tolerant of profanity or slander. Disruptive conduct is prohibited and may subject a student to discipline.

The District specifically reserves its right to stop any school-sponsored activity that it determines violates this policy, is harmful to the District or the students, or violates State or federal law.

CROSS REF.: [6:40](#) (Curriculum Development), [6:255](#) (Assemblies and Ceremonies)

Adopted: May 13, 1996

Revised: July 16, 2007

Community Consolidated School District #59

Instruction

Homework

~~Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. The Superintendent shall provide guidance to ensure that homework:~~

- ~~1. Is used to reinforce and apply previously covered concepts, principles, and skills;~~
- ~~2. Is not assigned for disciplinary purposes;~~
- ~~3. Serves as a communication link between the school and parents/guardians;~~
- ~~4. Encourages independent thought, self-direction, and self-discipline; and~~
- ~~5. Is of appropriate frequency and length, and does not become excessive, according to the teacher's best professional judgment.~~

Homework is an important part of the District's instructional program. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. The Superintendent shall provide guidance related to homework.

ADOPTED: May 13, 1996

REVISED: July 16, 2007

Policy 7:80 Release Time For Religious Instruction/Observance

A student shall be released from school, as an excused absence, for the purpose of observing a religious holiday.

The Superintendent shall develop and distribute to teachers appropriate procedures regarding student absences for a religious holiday which include a list of religious holidays on which students shall be excused from attendance, and the State law requirement that teachers provide the student an equivalent opportunity to make up any examination, study, or work requirement.

LEGAL REF.:

Religious Freedom Restoration Act, 775 ILCS 35/5.

105 ILCS 5/26-1 and 5/26-2b.

CROSS REF.: 7.70

ADOPTED: September 9, 1996

REVISED: July 12, 1999; September 10, 2012

Community Consolidated School District #59

Students

Student Appearance

Students' dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. Procedures for handling students who dress or groom inappropriately will be developed by the Superintendent and included in the ~~Parent Student Handbook~~ **Family Reference Guide**.

LEGAL REF.: 105 ILCS 5/10-22.25b. Oleson by Oleson v. Board of Education, 676 F.Supp. 8 (N.D. Ill. 1987).

CROSS REF.: 7:130 (Students Rights and Responsibilities), 7:190 (Student Behavior)

ADOPTED: May 13, 1996

REVISED: May 12, 1997

Students

Orders to Forgo Life-Sustaining Treatment

Written orders from parent(s)/guardian(s) to forgo life-sustaining treatment (do-not-resuscitate advance directives) for their child or ward must be signed by the child's physician and given to the Superintendent annually. This policy shall be interpreted in accordance with the Illinois Health Care Surrogate Act. 755 ILCS 40/.

Whenever an order to forgo life-sustaining treatment is received, the Superintendent shall convene a multi-disciplinary team as determined by the Superintendent or designee. The child's parent(s)/guardian(s) will be invited to attend, and the child may be invited to attend when appropriate. The team also may include (with the prior written consent of the parent/guardian):

1. The child's health care provider;
2. Other medical professionals, e.g., licensed physician, physician's assistant, or nurse practitioner;
3. Local first responders for the building in which the child is assigned to attend school;
4. Clergy, if requested by the child or his or her parent(s)/guardian(s);
5. Other individuals to provide support to the child or his or her parent(s)/guardian(s).

The team shall determine guidelines to be used by school staff members in the event the child suffers a life-threatening episode at school or a school event.

The District personnel shall convey orders to forgo life-sustaining treatment to the appropriate emergency or healthcare provider.

LEGAL REF.: Health Care Surrogate Act, 755 ILCS 40/
Cruzan v. Director, Missouri Dept. of Health, 497 U.S. 261 (1990).
In re: C.A., a minor, 603 N.E.2d 1171 (Ill.App.1, 1992).

ADOPTED:

**COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools**

**RESOLUTION: APPROVAL OF OPERATION NORTH POLE DONATION OF
WINTER COATS FOR STUDENTS AT MULTIPLE ELEMENTARY
SCHOOLS**

Background

Karen Starr, on behalf of CCSD59, is requesting the approval of a donation of winter coats to be provided to the students in need from Rupley, Juliette Low, Byrd, Salt Creek, John Jay and Frost Elementary Schools. These sites were chosen based on the number of high poverty students at these schools. This donation has an estimated value of \$40,000-\$43,000. Operation North Pole is a volunteer based public charity. In the past few years, Operation North Pole has expanded their mission from only serving seriously and terminally ill children to working with Operation Warm to provide new coats for children in need. The accepted coats will be disbursed to the students by the local police and fire departments. The coats that are not accepted will be available for future distribution and will be stored at the Care Closet located at Ridge Family Center.

Recommendation

Adoption

Resolution

Motion made by _____, seconded by _____, to adopt the following resolution:

BE IT RESOLVED THAT on the 25th day of September, 2017, the Community Consolidated School District 59 Board of Education accepts the donation of new winter coats valued at \$40,000-\$43,000 from Operation North Pole, 50 W. Oakton DesPlaines, IL 60018.

BE IT RESOLVED THAT on the 25th day of September, 2017, the Community Consolidated School District 59 Board of Education accepts the donation of new winter coats for those students at need from Rupley, Juliette Low, Byrd, Salt Creek, John Jay and Frost Schools. The estimated value of these donated coats is \$40,000-\$43,000.

BE IT FURTHER RESOLVED THAT the Superintendent shall communicate to the donors, in writing, expressing the appreciation of the members of the Board of Education, and that these donations shall be listed in the “official” minutes of this meeting.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

ATTEST:

Barbara Somogyi, President

Sunil Bhave, Secretary

**COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools**

**RESOLUTION: APPROVAL OF DONORS' CHOOSE DONATION FOR SPANISH
BOOKS AT THE BRENTWOOD ELEMENTARY SCHOOL
LIBRARY**

Background

Ann Sullivan, on behalf of CCSD59, is requesting the approval of a donation from Donors' Choose to purchase Spanish books to support the library at Brentwood Elementary School. These Spanish books will be used by dual language learners. The amount of the donations from Donors' Choose is \$599.01.

Recommendation

Adoption

Resolution

Motion made by _____, seconded by _____, to adopt the following resolution:

BE IT RESOLVED THAT on the 25th day of September, 2017, the Community Consolidated School District 59 Board of Education accepts the donation of \$599.01 from Donors' Choose.

BE IT RESOLVED THAT on the 25th day of September, 2017, the Community Consolidated School District 59 Board of Education accepts the donation of \$599.01 from Donors' Choose to be used to purchase spanish books for the Brentwood Elementary School's library to support dual language learners.

BE IT FURTHER RESOLVED THAT the Superintendent shall communicate to the donors, in writing, expressing the appreciation of the members of the Board of Education, and that these donations shall be listed in the "official" minutes of this meeting.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

ATTEST:

Barbara Somogyi, President

Sunil Bhave, Secretary

**COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools**

**RESOLUTION: APPROVAL OF DES PLAINES HEALTHY COMMUNITY
PARTNERSHIP AT BRENTWOOD ELEMENTARY SCHOOL**

Background

Approval is recommended for the donation of \$500 from Des Plaines Healthy Community Partnership to Brentwood Elementary School. This donation will be used to support S.T.E.A.M. activities through the use of a Lego Wall in the LRC.

Recommendation

Adoption

Resolution

Motion made by _____, seconded by _____, to adopt the following resolution:

BE IT RESOLVED THAT on the 25th day of September, 2017, the Community Consolidated School District 59 Board of Education accepts the donation \$500 from Des Plaines Healthy Community Partnership, 1420 E. Miner Street Des Plaines, IL 60018.

BE IT RESOLVED THAT on the 25th day of September, 2017, the Community Consolidated School District 59 Board of Education accepts the donation of \$500 from Des Plaines Healthy Community Partnership to be used at Brentwood Elementary School's Lego Wall in the LRC which will support S.T.E.A.M. activities.

BE IT FURTHER RESOLVED THAT the Superintendent shall communicate to the donors, in writing, expressing the appreciation of the members of the Board of Education, and that these donations shall be listed in the "official" minutes of this meeting.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

Barbara Somogyi, President

ATTEST:

Sunil Bhave, Secretary

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59

Elk Grove Township Schools

RESOLUTION: APPROVAL OF SUPPORT FOR 80/20 DUAL LANGUAGE MODEL

Background:

In 2009, CCSD59 began a two-way Spanish dual language program at Salt Creek utilizing an 80:20 approach. Based on the success of the program and continued research supporting the effectiveness of dual language programs, the district expanded the use of the dual language model, eventually replacing the transitional bilingual model with a dual language model for both Spanish and Polish.

Recommendation: Approval

Motion made by _____, seconded by _____ to adopt the following resolution:

WHEREAS the primary goal of all programs for English learners is for students to become fully proficient and achieve at high levels in English; and

WHEREAS CCSD59 continually aligns expectations for the acquisition of English and programming for English learners with ISBE guidelines; and

WHEREAS all students need to be able to communicate in English in order to be successful for life; and

WHEREAS developing proficiency and academic achievement in both English and a second language contributes to success in life and is aligned with our beliefs; and

WHEREAS dual language programs allow students to develop English and another language; and

WHEREAS both 50:50 and 80:20 models effectively allow students to develop English proficiency; and

WHEREAS the 80:20 model more effectively allows student to develop proficiency in a second language without detriment to the development of English; therefore

THEREFORE BE IT RESOLVED THAT on the 25th day of September 2017, the Community Consolidated School District 59 Board of Education supports the utilization of the 80:20 model for dual language learners and directs the district to conduct regular program evaluation of all programs for English learners (including the Polish dual language program) that includes analysis of the student linguistic profiles, review of student performance data, and collection of feedback from parents in order to make continuous improvements to the programs based on the evaluation.

ADOPTED this 25th day of September, 2017, by a roll call vote as follows:

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

President

ATTEST:

Secretary

ADJOURN

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

RESOLUTION: ADJOURN THE MEETING OF THE BOARD OF EDUCATION

Time: _____

_____ made a motion, seconded by _____ to adopt the following resolution:

BE IT RESOLVED THAT on the 25th day of September, 2017, the Community Consolidated School District 59 Board of Education meeting is adjourned.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____