

Board of Education Meeting

Monday, March 3, 2025 6:00 PM

Central 301 District Office, 275 South St, P.O. Box 396, Burlington, IL 60109

1. Meeting Call to Order

1.A. Roll Call

1.B. Approval to Allow Member Volpe to Join the Meeting Remotely as Allowed by Board Policy 2:220

1.C. Approval of Agenda

2. Pledge of Allegiance

3. Public Open Forum

3.A. Recognition of Visitors

3.B. Public Comments

4. Action Reports

4.A. Approve Candidate to Fill Board Vacancy

4.A.1) Oath of Office for Newly Elected Board Member

4.B. Election of Vice-President

4.C. Consent Agenda

4.C.1) Minutes:
Regular Meeting January 21, 2025
Special Meeting February 3, 2025

4.C.2) Treasurer's Reports

4.C.3) Board Policies
Reviewed by Board: 2:270, 5:10, 5:20
Reviewed by Board Policy Committee: 2:20, 2:120, 5:100, 6:65, 6:100, 6:135, 6:210, 6:240, 6:255, 6:260, 6:270, 6:290, 7:10, 7:40, 7:100, 7:130, 7:170, 7:185, 7:200, 7:275, 7:280, 7:325

4.C.4) Personnel Report

4.D. Approve Dance Team Overnight Trip to State Competition

4.E. Approve Cheer Team Overnight Trip to Sectionals Competition

4.F. Approve Cheer Team Overnight Trip to State Competition

4.G. Approve Veterinary Affiliation Agreements
Renewal: Bartlett Animal Hospital
New: Healthy Paws

4.H. Approve Boundary Change

4.I. Resolution in Support of Vision 2030

4.J. Approve New Business Agenda Item

5. Information Items

5.A. Regional Superintendent Referral Update

5.B. Committee Reports

5.B.1) DLT

5.B.2) CAT

5.B.3) Facilities

5.B.4) CCC

5.C. Facilities Update

5.D. Athletics and Activities Update

5.E. 2025-2026 School Fees

5.F. Academically Advanced Learning Pathway

5.G. Renewal of Contract with Auditing Firm

5.H. Enrollment Report

6. Freedom of Information Act

6.A. Ms. Warren - We received a request for all communications between November 25, 2024 and December 18, 2024 related to the resignation of Jeff Gorman either as Board President or from the Board entirely.

6.B. SteepSteel LLC - We received a request for copies of all active leases/licenses or management contracts for cell towers, rooftop antennas, or other wireless installations on property owned or managed by Central 301 along with 24 months of associated payment histories.

6.C. Ms. Welch - We received a request for all materials provided to the Board as part of the Board Retreat on April 24, 2023 as well as any estimates from Larson & Darby, IMEG, Eriksson Engineering and Shales McNutt for work for the proposed high school that was presented or provided to the Board in the same Board Retreat.

6.D. Illinois Retired Teachers Association - We received a request for contact information for certified staff retiring in 2025.

6.E. Mr. Florzak - We received a request for student enrollment counts by county of residence.

6.F. Ms. Welch - We received a request for project exhibit addendums for the CHS addition in 2024, the PKMS cafeteria expansion, and the CHS addition built between 2017 and 2019 for IMEG,

Shales & McNutt Construction, Eriksson Engineering, and Larson & Darby.

6.G. Ms. Welch - We received a request for all communications between Esther Mongan and Steve Larson of Larson & Darby Architects between April 1, 2023 and October 31, 2023.

6.H. Ms. Welch - We received a request for the separation agreement between the Board and Dr. Mongan.

6.I. Ms. Sarkauskas - We received a request for the separation agreement for Dr. Mongan and the employment agreement for Dr. Haug.

7. **Executive Session**

7.A. Adjourn to Closed Session to Hear Information Regarding: *The appointment, employment, resignation, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee or against legal counsel for the public body to determine its validity [5 ILCS 120/2(c)(1)]. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2(c)(2)]. The placement of individual students in special education programs and other matters relating to individual students [5 ILCS 120/2(c)(10)]. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court [5 ILCS 120/2(c)(11)]. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06 [5 ILCS 120/2(c)(21)].*

8. **Open Session**

8.A. Adjourn Closed Session to Return to Open Session

8.B. Action Items from Closed Session

8.B.1) Approval of January 21, 2025 Executive Session Minutes

8.B.2) Approval of February 3, 2025 Executive Session Minutes

9. **Adjourn**

**Central Community Unit School District 301
Board of Education Minutes**

Where: Central CUSD #301 District Office
Date: January 21, 2025

Meeting: Regular
Time: 6:00 p.m.

Board Members Present

Junaid Afeef	Y
Marc Falk	Y
Jeff Gorman	Y
Dornetria Hemphill	Y
Eric Nolan	Y
Morgan Pappas	Y
Jennifer Volpe	Y

Administrators Present

Esther Mongan	Y
Matthew Haug	Y
Daina Pflug	Y
Shayne Birkmeier	Y
Stephen Buchs	Y
Daniel Carpenter	N
Graydon Engle	N
Sarah Farrington	N
Rania Hamadeh	N
Jesse Hawley	N
Ted Juske	Y
Theresa Kolkebeck	Y
Kim Lewis	Y
Marilyn Mattei	Y
Megan Minehart	N
Matt Newquist	Y
Sarah Nolan	N
Kristen Nowicki	N
Alex Paszt	N
Edgar Pereda	N
Patrick Podgorski	Y
Dan Polowy	Y
Pam Porto	N
Curtis Price	N
Tamara Proberts	N
Matt Rodewald	Y
Melissa Rourke	N
Vicki Shadel	Y
Erica Snyder	Y
Andrew Speiden	N
Brian Tobin	Y
Jessica VonSchnase	N

Roll Call Roll was called at 6:00 p.m.

Present: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Absent: None

Approve Agenda Motion by Falk, second by Hemphill, to approve the agenda as presented..

Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None

- Consent Agenda Motion by Falk, second by Hemphill, to approve the consent agenda as presented.
- Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None
- Approve November 18, 2024 Meeting Minutes Motion by Gorman, second by Falk, to approve the revised minutes from the November 18, 2024 regular meeting.
- Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None
- Approve Veterinary Affiliation Agreement Motion by Falk, second by Hemphill, to approve the veterinary affiliation agreement with Anderson Humane Clinic.
- Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None
- Approve Bus Bid Motion by Pappas, second by Hemphill, to approve the bus bid from Midwest Transit.
- Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None
- Approve 2025-2026 Amended Calendar Motion by Pappas, second by Hemphill, to approve the 2025-2026 amended calendar as presented.
- Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None
- Motion to Censure Jeff Gorman Motion by Afeef, second by Hemphill, to approve the censure of Jeff Gorman.
- Voting yes: Afeef, Hemphill, Pappas, Volpe
Voting no: Falk, Gorman, Nolan
Absent: None
- Motion to Recommend Removal of Jeff Gorman from the BOE Motion by Afeef, second by Hemphill, to approve the recommendation to remove Jeff Gorman from the Board of Education and refer the matter to the Regional Superintendent.
- Voting yes: Afeef, Hemphill, Pappas, Volpe
Voting no: Falk, Gorman, Nolan
Absent: None
- Motion to Censure Junaid Afeef Motion by Gorman, second by Falk, to approve the censure of Junaid Afeef.
- Voting yes: Falk, Gorman
Voting no: Afeef, Hemphill, Pappas, Volpe, Nolan
Absent: None

- Executive Session Motion by Afeef, second by Hemphill, to adjourn open session and move into executive session at 8:26 p.m.
- Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None
- Open Session Motion by Falk, second by Afeef, to adjourn executive session and return to open session at 9:17 p.m.
- Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None
- Approve December 16, 2024 Executive Session Minutes Motion by Afeef, second by Volpe, to approve the December 16, 2024 Executive Session Minutes.
- Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None
- Action on Semi-Annual Review of Closed Minutes Motion by Volpe, second by Gorman, to approve the release of the closed minutes dated July 9, 2024 and find the need for confidentiality exists as to all remaining closed minutes..
- Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None
- Adjourn Motion by Afeef, second by Falk, to adjourn at 9:19 p.m.
- Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None
- BOE Meeting
1. Meeting Call to Order
 - 1.A Roll Call
 - 1.B Approval of Agenda - The Board approved the agenda as presented.
 2. Pledge of Allegiance
 3. Public Open Forum
 - 3.A Recognition of Visitors – President Nolan and Superintendent Mongan welcomed attendees and those watching remotely.
 - 3.B Public Comments - Public comment was heard regarding information included in the censure memos, acceleration programs, transparency, school fees and architect agreements.

4. Action Items

- 4.A Consent Agenda – Business Manager Pflug reviewed the revenues and expenditures. The District received \$76,244.49 in December for eight new home starts. The bills payable reports for both Central 301 and Northern Kane are typical for January.
- 4.B Approve Minutes from Regular Meeting November 18, 2024 – The Board approved the revised minutes from the November 18, 2024 Board of Education meeting.
- 4.C Approve Veterinary Affiliation Agreement – Curriculum Director Buchs shared that we have a new location, Anderson Humane Low Cost Vet Care, that is excited to have students complete externship hours in their facility.
- 4.D Approve Bus Bid – Business Manager Pflug shared that we received one complete bid from Midwest Transit. We have worked with Midwest Transit in the past and it was recommended that we approve this bid.
- 4.E Approve 2025-2026 Amended Calendar – Superintendent Mongan shared that the possible changes discussed at last month's Board meeting were brought to DLT for discussion. DLT did support changing the calendar as discussed, but still maintaining our established start date. We will consider moving the start date forward a week for 2026-2027 to better align with partner districts.
- 4.F Motion to Censure Jeff Gorman – The Board discussed the recommendation to censure Member Gorman due to his decision to not inform the Board of the circumstances surrounding former Member Vogt's resignation from the Board.
- 4.G Motion to Recommend Removal of Jeff Gorman from the BOE and Refer the Matter to the Regional Superintendent – The Board discussed the recommendation to remove Member Gorman from the Board due to the willful decision to not inform the Board of the circumstances surrounding former Member Vogt's resignation from the Board. The recommendation will be forwarded to the Regional Superintendent who will make a determination.
- 4.H Motion to Censure Junaid Afeef – The Board discussed the recommendation to censure Junaid Afeef for violating his fiduciary duties as a member of the Board.

5. Information Items

5.A Committee Reports

- 5.A.1 DLT – President Nolan shared that DLT spent most of its meeting discussing the calendar and that we will work on a calendar for 2026-2027 that mirrors the updated 2025-2026 calendar but possibly moving the start up a week earlier.
- 5.A.2 CAT – Member Pappas shared that CAT is a group of community members, two Board members and some administrators and they had a good discussion about the District's strategic plan, the referendum, enrollment and more.
- 5.A.3 Facilities – Member Gorman shared that the Facilities Committee will discuss capital projects and facility needs, such as the HBT roof, LL's HVAC, the athletic stadium and paving at CT. They also discussed the RFQ process for architects and planning for future growth.
- 5.A.3 CCC – President Nolan deferred this report to Curriculum Director Birkmeier as she will be presenting on acceleration.

- 5.B School Maintenance Project Grant Update – Facilities Director Polowy shared that the School Maintenance Project Grant brought to the Board in November was approved by the state. Funds received from the grant will be used to upgrade locking mechanisms on doors at PKMS, CMS and CHS.
- 5.C Facilities Update – Facilities Director Polowy shared that the CHS addition was in use today by students with the start of the new semester and teachers who were using the mobile unit or didn't have their own classroom were moved to the new wing. Over the winter break facilities staff replaced some stair treads at CHS and continued to work on the District Office remodel as well as routine cleaning. They are still working on the RFQ for the architects so they can make sure they have the right questions and can identify the right candidates for both large scale and smaller scale projects.
- 5.D School Fees for 2025-2026 – Superintendent Mongan explained that we bring fees to the Board each year for review. We are not anticipating changing registration fees for next school year but are considering increasing technology fees and specific course fees due to rising costs. A recommendation will be brought to the Board for approval next month so we have them in place before registration begins in March.
- 5.E Board Policies 2:270, 5:10, 5:20 – Superintendent Mongan shared that Board policy 2:270 is new based on a new state law. While we already had policies against discrimination, this one is specific to race and includes how to file a report to the complaint managers and the District's reporting requirements to ISBE. Board policies 5:10 and 5:20 aren't new but will now reference 2:270. These policies will come to the Board for approval in February.
- 5.F Acceleration Programming – Curriculum Director Birkmeier presented information about current and proposed enhancements to acceleration programming for academically advanced learners. She is recommending implementation of a new academically advanced pathway for fourth and fifth grade students who are performing at the 95th percentile or higher beginning with the 2025-2026 school year. We would then roll it up a grade each year to include fourth through eighth graders by the 2028-2029 school year.
- 5.G Proposed Boundary Change – Superintendent Mongan shared that currently Prairie View has the most available space among elementary buildings, though it is over capacity. The new West Point Gardens phase 3 development has begun building and those homes are currently within HBT's boundaries. She is recommending that we shift that neighborhood to attend PV as the change would not impact any current families. We are hoping to get a sidewalk put in so those students could walk to school.
- 5.H Discussion of Board Member Engagement with the Community – The Board discussed the role of the Board in interacting with the community and ways that they would like to improve engagement with the community, including community coffees, surveys, and mixed committees.
- 5.I Enrollment Report – The enrollment report is in the Board packet. Dr. Mongan shared that we've had another 13 students enroll since the data was pulled on Wednesday.
6. Freedom of Information Act
- 6.A Ms. Welch - We received a request for communications between Todd Stirn and Sheila Gorman regarding e-learning or remote learning in 2019 or 2020. – We were able to comply with this request with redactions as allowed by law.

- 6.B Mr. Ally - We received a request for information regarding the submissions of interest in serving on the Community Advisory team and selection criteria and process. – We were able to comply with this request with redactions as allowed by law.
- 6.C Ms. Tecza - We received a request for a copy of the report of the most recent water sample tests performed by Pace Analytical Services for Central Middle School. – We were able to comply with this request.
- 6.D The Data Branch - We received a request for purchase order information from January 1, 2020 through December 2, 2024. – We were able to comply with this request.
- 6.E Ms. Warren - We received a request for communications between Esther Mongan and Board members regarding “individually identified student” between November 1, 2024 and December 18, 2024. – The request was denied as we cannot release individually identifiable student information.
- 6.F Ms. Welch - We received a request for communications between Esther Mongan, Board members and District staff regarding ISBE’s Property Tax Relief Grant program. – We were able to comply with this request.
- 6.F Mr. Afeef - We received a request for a number of items related to the resignation of Fred Vogt from the Board of Education. – We were able to comply with this request with redactions as allowed by law.
7. Executive Session
- 7.A Adjourn to Closed Session - The Board adjourned to closed session to hear information regarding exceptions 2(c)(1), 2(c)(2), 2(c)(9), 2(c)(10), 2(c)(11) and 2(c)(21).
8. Open Session
- 8.A Adjourn Closed Session to Return to Open Session
- 8.B Action Items from Closed Session
- 8.B.1 Approval of December 16, 2024 Executive Session Minutes - The Board approved the Executive Session Minutes from the December 16, 2024 Board meeting.
- 8.B.2 Action on Semi-Annual Review of Closed Minutes - The Board approved the release of the closed minutes dated July 9, 2024, and found the need for confidentiality exists as to all remaining closed minutes.
9. Adjourn

Board President

Board Secretary

**Central Community Unit School District 301
Board of Education Minutes**

Where: Central CUSD #301 District Office
Date: February 3, 2025

Meeting: Special
Time: 7:00 p.m.

Board Members Present

Junaid Afeef	Y
Marc Falk	Y
Jeff Gorman	Y
Dornetria Hemphill	Y
Eric Nolan	Y
Morgan Pappas	Y
Jennifer Volpe	Y

Roll Call Roll was called at 7:00 p.m.

Present: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Absent: None

Approve Agenda Motion by Afeef, second by Hemphill, to approve the agenda as presented..

Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None

Executive Session Motion by Gorman, second by Hemphill, to adjourn open session and move into executive session at 7:12 p.m.

Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None

Open Session Motion by Afeef, second by Hemphill, to adjourn executive session and return to open session at 7:21 p.m.

Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None

Approve Settlement Agreement with Superintendent Esther Mongan Motion by Gorman, second by Falk, to approve the settlement agreement with Superintendent Esther Mongan.

Esther Mongan Voting yes: Falk, Gorman, Volpe, Nolan
Voting no: Afeef, Hemphill, Pappas
Absent: None

Approve Dr. Matthew Haug as Interim Superintendent Motion by Hemphill, second by Pappas, to approve Dr. Matthew Haug as Interim Superintendent.

Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None

Adjourn Motion by Afeef, second by Hemphill, to adjourn at 7:25 p.m.

Voting yes: Afeef, Falk, Gorman, Hemphill, Pappas, Volpe, Nolan
Voting no: None
Absent: None

BOE Meeting

1. Meeting Call to Order

1.A Roll Call

1.B Approval of Agenda - The Board approved the agenda as presented.

2. Public Open Forum

2.A Public Comments - Public comment was heard expressing support for the change in leadership, a desire to receive details of the settlement agreement, and suggestions to rebuild trust with the public.

3. Executive Session

3.A Adjourn to Closed Session - The Board adjourned to closed session to hear information regarding exception 2(c)(1).

4. Open Session

4.A Adjourn Closed Session to Return to Open Session

4.B Action Items from Closed Session

4.B.1 Approve Settlement Agreement with Superintendent Esther Mongan - The Board approved the settlement agreement with Dr. Mongan. Members Afeef, Hemphill and Pappas shared comments indicating they were not supportive of the agreement. Member Gorman expressed support for the agreement.

4.B.2 Approve Dr. Matthew Haug as Interim Superintendent - The Board approved Dr. Matthew Haug as Interim Superintendent.

5. Adjourn

Board President

Board Secretary

MEMORANDUM

TO: Dr. Matthew Haug, Interim Superintendent, Board of Education

FROM: Daina Pflug, Business Manager

DATE: February 18, 2025

RE: Board Financial Report

- The Revenue and Expenditure Summary Reports are included in your Board Packet. Revenues are currently at 43.12% compared to 44.21% a year ago. Expenditures are at 51.68% as compared to 48.96% a year ago.
- The district received impact fees for January in the amount of \$35,632.56 for 5 home starts. No transition fees came in this month.
- The bills payable reports for both Central 301 and Northern Kane are typical for the month of February.
- ISBE has published the results of the Property Tax Relief Grant that we applied for last month. Unfortunately, we were not awarded this grant. Central 301 was the only Kane county school to apply for this grant that would allow the school to abate property taxes, which provides community taxpayers property tax relief for 2 years. The top 36 schools were awarded this grant, Central 301 was ranked 76th.

Impact Fee Analysis

Date	City/Village	Amount	Houses	Transition Fees	Fund	YTD	YTD
FY25		(Capital Projects/Debt Svc fund)		(Ed fund)			
7/17/2024	City of Elgin (June)	164,660.10	13		0.00 Debt Svc		
8/28/2024	City of Elgin (July)	165,604.06	22		2,095.02 Debt Svc		
10/8/2024	City of Elgin (Aug)	93,879.90	12		3,605.00 Debt Svc		
10/22/2024	City of Elgin (Sept)	23,652.29	4		0.00 Debt Svc		
11/21/2024	City of Elgin (Oct)	88,637.86	10		0.00 Debt Svc/Cap Proj		
12/9/2024	City of Elgin (Nov)	76,224.49	8		0.00 Capital Projects		
2/3/2025	City of Elgin (Dec)	35,632.56	5		0.00 Capital Projects	648,291.26	74
Total FY25		\$ 648,291.26	74	\$ 5,700.02			
	<i>Budget FY25-Cap Proj</i>	783,875.00			50,000.00		
	<i>Budget FY25-Debt Svc</i>	516,125.00					
FY24		(Capital Projects/Debt Svc fund)		(Ed fund)			
7/24/2023	City of Elgin (June)	176,832.85	23		10,815.00 Debt Svc		
8/4/2023	City of Elgin (July)	180,868.94	20		0.00 Debt Svc		
9/18/2023	City of Elgin (Aug)	138,819.68	15		0.00 Debt Svc		
10/10/2023	City of Elgin (Sept)	77,817.32	11		0.00 Debt Svc/Cap Proj		
11/10/2023	City of Elgin (Oct)	123,632.15	13		0.00 Capital Projects		
12/12/2023	City of Elgin (Nov)	153,710.28	16		0.00 Capital Projects		
1/10/2024	City of Elgin (Dec)	77,969.08	11		0.00 Capital Projects	929,650.30	109
2/13/2024	City of Elgin (Jan)	94,529.94	12		0.00 Capital Projects		
3/19/2024	City of Elgin (Feb)	21,883.24	3		0.00 Capital Projects		
4/11/2024	City of Elgin (Mar)	8,042.63	1		0.00 Capital Projects		
5/14/2024	City of Elgin (Apr)	123,055.96	19		39,655.00 Capital Projects		
6/20/2024	City of Elgin (May)	324,743.93	34		0.00 Capital Projects		
Total FY24		\$ 1,501,906.00	178	\$ 50,470.00			
	<i>Budget FY24-Cap Proj</i>	486,350.00			30,000.00		
	<i>Budget FY24-Debt Svc</i>	513,650.00					
FY23		(Capital Projects/Debt Svc fund)		(Ed fund)			
7/11/2022	City of Elgin (June)	155,657.58	23		7,210.00 Debt Svc		
8/8/2022	City of Elgin (July)	215,312.61	25		0.00 Debt Svc		
9/12/2022	City of Elgin (Aug)	102,314.19	14		7,210.00 Debt Svc		
10/7/2022	City of Elgin (Sept)	116,694.00	15		0.00 Debt Svc/Cap Proj		
11/17/2022	City of Elgin (Oct)	50,046.00	9		0.00 Capital Projects		
12/20/2022	City of Elgin (Nov)	49,555.31	8		0.00 Capital Projects		
1/10/2023	City of Elgin (Dec)	35,062.12	5		0.00 Capital Projects	724,641.81	99
2/10/2023	City of Elgin (Jan)	68,098.46	10		0.00 Capital Projects		
3/7/2023	City of Elgin (Feb)	36,518.05	6		0.00 Capital Projects		
4/7/2023	City of Elgin (Mar)	42,443.76	8		0.00 Capital Projects		
5/8/2023	City of Elgin (Apr)	97,222.19	13		0.00 Capital Projects		
6/12/2023	City of Elgin (May)	134,362.45	17		0.00 Capital Projects		
Total FY23		\$ 1,103,286.72	153	\$ 14,420.00			
	<i>Budget FY23-Cap Proj</i>	900,000.00			55,000.00		
	<i>Budget FY23-Debt Svc</i>	515,800.00					

Central Community Unit School Dist. 301
Revenue Summary Report
January 2025

	2024-25 Original Budget	% of Fund	January MTD	2024-25 FYTD	Remaining Budget	FYTD Percent
<u>10-Education Fund</u>						
Total Local Revenue	46,630,998.00	58.59%	305,844.95	23,666,420.22	22,964,577.78	50.75%
Total State Revenue	30,548,570.00	38.38%	178,269.09	3,850,123.60	26,698,446.40	12.60%
Total Federal Revenue	2,405,488.00	3.02%	628,094.18	1,774,077.21	631,410.79	73.75%
Total Education Fund	79,585,056.00	100.00%	1,112,208.22	29,290,621.03	50,294,434.97	36.80%
<u>20-O&M Fund</u>						
Total Local Revenue	8,237,066.00	66.98%	44,798.69	4,060,810.00	4,176,256.00	49.30%
Total State Revenue	4,050,000.00	32.93%	1,342,336.00	4,698,176.00	(648,176.00)	116.00%
Total Federal Revenue	10,000.00	0.08%	-	-	10,000.00	0.00%
Total O&M Fund	12,297,066.00	100.00%	1,387,134.69	8,758,986.00	3,538,080.00	71.23%
<u>30-Debt Service Fund</u>						
Total Local Revenue	9,858,328.00	100.00%	5,738.35	5,219,156.56	4,639,171.44	52.94%
Total Debt Service Fund	9,858,328.00	100.00%	5,738.35	5,219,156.56	4,639,171.44	52.94%
<u>40-Transportation Fund</u>						
Total Local Revenue	3,284,676.00	52.75%	23,025.36	1,728,138.08	1,556,537.92	52.61%
Total State Revenue	2,941,840.00	47.25%	653,614.45	1,314,547.37	1,627,292.63	44.68%
Total Transportation Fund	6,226,516.00	100.00%	676,639.81	3,042,685.45	3,183,830.55	48.87%
<u>50-IMRF/SS Fund</u>						
Total Local Revenue	2,045,760.00	100.00%	11,297.28	1,195,224.23	850,535.77	58.42%
Total IMRF/SS Fund	2,045,760.00	100.00%	11,297.28	1,195,224.23	850,535.77	58.42%
<u>60-Capital Projects Fund</u>						
Total Local Revenue	875,875.00	100.00%	11,129.63	181,829.01	694,045.99	20.76%
Total Capital Projects Fund	875,875.00	100.00%	11,129.63	181,829.01	694,045.99	20.76%
<u>70-Working Cash Fund</u>						
Total Local Revenue	175,356.00	100.00%	10,952.52	134,896.34	40,459.66	76.93%
Total Working Cash Fund	175,356.00	100.00%	10,952.52	134,896.34	40,459.66	76.93%
<u>80-Tort Fund</u>						
Total Local Revenue	1,085,811.00	100.00%	3,029.15	532,403.88	553,407.12	49.03%
Total Tort Fund	1,085,811.00	100.00%	3,029.15	532,403.88	553,407.12	49.03%
Revenue-All Funds						
1000 Total Local Revenue	72,193,870.00	64.37%	415,815.93	36,718,878.32	35,474,991.68	50.86%
3000 Total State Revenue	37,540,410.00	33.47%	2,174,219.54	9,862,846.97	27,677,563.03	26.27%
4000 Total Federal Revenue	2,415,488.00	2.15%	628,094.18	1,774,077.21	641,410.79	73.45%
Total Revenue-All Funds	112,149,768.00	100.00%	3,218,129.65	48,355,802.50	63,793,965.50	43.12%

Central Community Unit School Dist. 301
Revenue Detail Report
January 2025

Account Number	Description	2024-25	January	2024-25		FYTD
		Original Budget	MTD	FYTD	Remaining Budget	Percent
10R000 1110 0000	TAXES	34,978,785.00	-	17,151,277.74	17,827,507.26	49.03%
10R000 1140 0000	SPECIAL ED TAXES	7,668,763.00	-	3,743,699.22	3,925,063.78	48.82%
10R001 1510 0000	INTEREST	528,000.00	85,690.76	759,542.03	(231,542.03)	143.85%
10R002 1611 0000	LUNCH, STUDENTS	1,190,000.00	117,753.10	694,654.59	495,345.41	58.37%
10R002 1620 0000	LUNCH, ADULTS	2,450.00	-	-	2,450.00	0.00%
10R000 1711 0000	ATHLETIC ADMISSION	45,000.00	7,040.70	62,755.90	(17,755.90)	139.46%
10R000 1720 0000	ATHLETIC PART FEE	154,000.00	18,340.00	126,830.00	27,170.00	82.36%
10R002 1720 0000	OTHER FEES	264,000.00	14,153.50	183,957.43	80,042.57	69.68%
10R000 1799 0000	ACTIVITY ACCOUNTS REVENUE	677,000.00	11,116.16	214,721.22	462,278.78	31.72%
10R000 1811 0000	TEXTBOOK INCOME	615,000.00	33,113.28	471,224.72	143,775.28	76.62%
10R000 1830 0000	TECHNOLOGY FEES	225,000.00	7,667.86	177,074.26	47,925.74	78.70%
10R000 1930 0000	TRANSITION FEES	50,000.00	-	5,700.02	44,299.98	11.40%
10R000 1950 0000	REFUND OF PRIOR YEAR EXPEND	100,000.00	38.03	10,011.10	89,988.90	10.01%
10R000 1970 0000	DRIVERS ED B-T-W	20,000.00	9,177.00	39,916.18	(19,916.18)	199.58%
10R002 1991 0000	CAREER PATHWAYS	63,000.00	-	-	63,000.00	0.00%
10R000 1999 0000	OTHER LOCAL REVENUES	50,000.00	1,754.56	25,055.81	24,944.19	50.11%
Total Local Revenue		46,630,998.00	305,844.95	23,666,420.22	22,964,577.78	50.75%
10R000 3001 0000	EVIDENCE-BASE FUNDING	10,765,688.00	-	3,355,840.00	7,409,848.00	31.17%
10R001 3001 0000	EVIDENCE-BASE FUNDING-MV COOP	50,000.00	-	-	50,000.00	0.00%
10R002 3001 0000	EVIDENCE BASED FUNDING-ALOP	67,000.00	10,676.61	60,065.47	6,934.53	89.65%
10R000 3100 0000	SPECIAL ED - PRIVATE FACILITY	1,000,000.00	154,728.96	317,186.68	682,813.32	31.72%
10R000 3120 0000	SPECIAL ED - ORPHANAGE	32,396.00	5,669.18	38,064.49	(5,668.49)	117.50%
10R000 3220 0000	CAREER & TECHNICAL EDUCATION	146,162.00	-	40,486.81	105,675.19	27.70%
10R000 3235 0000	CTE AGRICULTURE EDUCATION	3,869.00	-	3,169.00	700.00	81.91%
10R002 3235 0000	CTE FFA 3 CIRCLES GRANT	32,245.00	-	12,900.00	19,345.00	40.01%
10R000 3360 0000	STATE FREE LUNCH & BREAKFAST	4,000.00	206.44	1,666.83	2,333.17	41.67%
10R000 3370 0000	DRIVER ED	37,200.00	6,987.90	20,744.32	16,455.68	55.76%
10R000 3998 0000	TRS-ON BEHALF PAYMENTS	18,306,000.00	-	-	18,306,000.00	0.00%
10R000 3999 0000	OTHER STATE REVENUE	100,000.00	-	-	100,000.00	0.00%
10R001 3999 0000	LIBRARY GRANT	4,010.00	-	-	4,010.00	0.00%
Total State Revenue		30,548,570.00	178,269.09	3,850,123.60	26,698,446.40	12.60%
10R000 4210 0000	NAT'L SCHOOL LUNCH PROGRAM	535,000.00	37,391.07	195,121.23	339,878.77	36.47%
10R000 4300 0000	TITLE I LOW INCOME	164,626.00	-	70,910.00	93,716.00	43.07%
10R000 4400 0000	TITLE IV-A SSAE GRANT	11,256.00	-	9,216.00	2,040.00	81.88%
10R000 4600 0000	IDEA PRESCHOOL	8,425.00	143.00	6,981.00	1,444.00	82.86%
10R000 4620 0000	IDEA FLOW THROUGH	853,974.00	381,038.00	840,018.00	13,956.00	98.37%
10R000 4625 0000	IDEA FLOW THROUGH ROOM & BOARD	500,000.00	209,522.11	335,857.70	164,142.30	67.17%
10R000 4745 0000	CARL PERKINS	20,408.00	-	20,589.46	(181.46)	100.89%
10R000 4905 0000	TITLE III IEP GRANT	11,900.00	-	8,227.00	3,673.00	69.13%
10R000 4909 0000	TITLE III ELL-TBE/TPI LIPLEPS	48,510.00	-	9,490.00	39,020.00	19.56%
10R000 4932 0000	TITLE II-TEACHER QUALITY	45,389.00	-	16,626.00	28,763.00	36.63%
10R000 4991 0000	MEDICAID MATCHING-ADMIN OUTREACH	65,000.00	-	27,284.20	37,715.80	41.98%
10R000 4992 0000	MEDICAID MATCHING-FEE FOR SVC	141,000.00	-	211,569.62	(70,569.62)	150.05%
10R003 4998 0000	ESSER III GRANT (ARP)	-	-	22,187.00	(22,187.00)	0.00%
Total Federal Revenue		2,405,488.00	628,094.18	1,774,077.21	631,410.79	73.75%
Total Education Fund		79,585,056.00	1,112,208.22	29,290,621.03	50,294,434.97	36.80%
20R000 1111 0000	TAXES	7,780,951.00	-	3,659,518.02	4,121,432.98	47.03%
20R000 1230 0000	CORP PERSONAL PROPERTY TAX	130,465.00	29,505.10	85,192.36	45,272.64	65.30%
20R001 1510 0000	INTEREST	184,650.00	13,343.59	133,514.39	51,135.61	72.31%
20R001 1720 0000	PARKING FEES	30,000.00	1,100.00	33,800.00	(3,800.00)	112.67%
20R000 1910 0000	RENTALS	85,000.00	850.00	60,302.00	24,698.00	70.94%
20R000 1950 0000	REFUND OF PRIOR YEAR EXPENDITURES	6,000.00	-	339.33	5,660.67	5.66%
20R000 1999 0000	OTHER REVENUE	20,000.00	-	88,143.90	(68,143.90)	440.72%
Total Local Revenue		8,237,066.00	44,798.69	4,060,810.00	4,176,256.00	49.30%
20R000 3001 0000	EVIDENCE-BASE FUNDING	4,000,000.00	1,342,336.00	4,698,176.00	(698,176.00)	117.45%
20R000 3925 0000	SCHOOL MAINTENANCE GRANT	50,000.00	-	-	50,000.00	0.00%
Total State Revenue		4,050,000.00	1,342,336.00	4,698,176.00	(648,176.00)	116.00%
20R000 4999 0000	OTHER FEDERAL REVENUE	10,000.00	-	-	10,000.00	0.00%
Total Federal Revenue		10,000.00	-	-	10,000.00	0.00%
Total O&M Fund		12,297,066.00	1,387,134.69	8,758,986.00	3,538,080.00	71.23%

Central Community Unit School Dist. 301
Revenue Detail Report
January 2025

Account Number	Description	2024-25 Original Budget	January MTD	2024-25 FYTD	Remaining Budget	FYTD Percent
30R000 1112 0000	TAXES	9,235,403.00	-	4,517,327.29	4,718,075.71	48.91%
30R001 1510 0000	INTEREST	106,800.00	5,738.35	185,704.27	(78,904.27)	173.88%
30R000 1930 0000	IMPACT FEES	516,125.00	-	516,125.00	-	100.00%
Total Local Revenue		9,858,328.00	5,738.35	5,219,156.56	4,639,171.44	52.94%
Total Debt Service Fund		9,858,328.00	5,738.35	5,219,156.56	4,639,171.44	52.94%
40R000 1113 0000	TAXES	3,102,526.00	-	1,540,591.40	1,561,934.60	49.66%
40R000 1415 0000	FIELD TRIP FEES	7,000.00	-	-	7,000.00	0.00%
40R001 1510 0000	INTEREST	152,150.00	23,025.36	183,695.30	(31,545.30)	120.73%
40R000 1950 0000	PRIOR YEAR REFUND	5,000.00	-	275.00	4,725.00	5.50%
40R000 1999 0000	OTHER REVENUE	18,000.00	-	3,576.38	14,423.62	19.87%
Total Local Revenue		3,284,676.00	23,025.36	1,728,138.08	1,556,537.92	52.61%
40R000 3500 0000	STATE AID, REGULAR	1,652,509.00	384,308.03	768,895.06	883,613.94	46.53%
40R000 3510 0000	STATE AID, SPECIAL ED	1,289,331.00	269,306.42	545,652.31	743,678.69	42.32%
Total State Revenue		2,941,840.00	653,614.45	1,314,547.37	1,627,292.63	44.68%
Total Transportation Fund		6,226,516.00	676,639.81	3,042,685.45	3,183,830.55	48.87%
50R000 1114 0000	IMRF TAXES	940,130.00	-	511,029.84	429,100.16	54.36%
50R000 1151 0000	SOC SEC/MEDICARE TAXES	940,130.00	-	511,029.84	429,100.16	54.36%
50R000 1230 0000	CORP PERSONAL PROPERTY TAX	72,000.00	-	45,406.64	26,593.36	63.06%
50R001 1510 0000	INTEREST	93,500.00	11,297.28	127,757.91	(34,257.91)	136.64%
Total Local Revenue		2,045,760.00	11,297.28	1,195,224.23	850,535.77	58.42%
Total IMRF/SS Fund		2,045,760.00	11,297.28	1,195,224.23	850,535.77	58.42%
60R001 1510 0000	INTEREST	92,000.00	11,129.63	85,295.31	6,704.69	92.71%
60R000 1930 0000	IMPACT FEES	783,875.00	-	96,533.70	687,341.30	12.31%
Total Local Revenue		875,875.00	11,129.63	181,829.01	694,045.99	20.76%
Total Capital Projects Fund		875,875.00	11,129.63	181,829.01	694,045.99	20.76%
70R000 1115 0000	TAXES	105,291.00	-	51,418.50	53,872.50	48.83%
70R001 1510 0000	INTEREST	70,065.00	10,952.52	83,477.84	(13,412.84)	119.14%
Total Local Revenue		175,356.00	10,952.52	134,896.34	40,459.66	76.93%
Total Working Cash Fund		175,356.00	10,952.52	134,896.34	40,459.66	76.93%
80R000 1120 0000	TAXES	1,046,811.00	-	511,029.84	535,781.16	48.82%
80R001 1510 0000	INTEREST	19,000.00	3,029.15	21,374.04	(2,374.04)	112.49%
80R000 1999 0000	REFUND PRIOR YEAR EXPENDITURES	20,000.00	-	-	20,000.00	0.00%
Total Local Revenue		1,085,811.00	3,029.15	532,403.88	553,407.12	49.03%
Total Tort Fund		1,085,811.00	3,029.15	532,403.88	553,407.12	49.03%
Revenue-All Funds						
1000	Total Local Revenue	72,193,870.00	415,815.93	36,718,878.32	35,474,991.68	50.86%
3000	Total State Revenue	37,540,410.00	2,174,219.54	9,862,846.97	27,677,563.03	26.27%
4000	Total Federal Revenue	2,415,488.00	628,094.18	1,774,077.21	641,410.79	73.45%
Total Revenue-All Funds		112,149,768.00	3,218,129.65	48,355,802.50	63,793,965.50	43.12%

Central Community Unit School Dist. 301
Expenditure Summary by Fund Report
January 2025

	2024-25 Original Budget	% of Fund	January MTD	2024-25 FYTD	Encumbered Amount	Budget Remaining	FYTD Percent
10-Education							
1000 Salaries	35,112,927.00	44.04%	2,816,653.10	19,851,107.33	-	15,261,819.67	56.54%
2000 Benefits	10,668,009.00	13.38%	852,500.37	6,973,510.26	8,550.00	3,685,948.74	65.45%
3000 Purchased Services	3,459,123.00	4.34%	130,115.99	1,425,974.19	329,752.60	1,703,396.21	50.76%
4000 Supplies	3,682,956.00	4.62%	251,766.64	1,441,704.54	151,419.86	2,089,831.60	43.26%
5000 Capital Outlay	257,000.00	0.32%	-	31,235.29	-	225,764.71	12.15%
6000 Other/Dues/Fees	25,227,019.00	31.64%	235,937.85	2,463,890.03	87,170.80	22,675,958.17	10.11%
7000 Non-Capital Equipment	1,329,914.00	1.67%	23,199.08	363,847.71	195,644.11	770,422.18	42.07%
Total Education Fund	79,736,948.00	100.00%	4,310,173.03	32,551,269.35	772,537.37	46,413,141.28	41.79%
20-O&M							
1000 Salaries	2,331,123.00	15.79%	186,847.71	1,393,033.42	-	938,089.58	59.76%
2000 Benefits	647,620.00	4.39%	48,804.98	408,781.26	-	238,838.74	63.12%
3000 Purchased Services	1,267,300.00	8.58%	95,473.77	1,083,944.06	43,268.35	140,087.59	88.95%
4000 Supplies	1,892,000.00	12.82%	234,604.56	1,210,566.17	147,317.43	534,116.40	71.77%
5000 Capital Outlay	8,472,000.00	57.38%	-	7,002,181.04	49,726.04	1,420,092.92	83.24%
6000 Other/Dues/Fees	53,800.00	0.36%	1,317.96	6,372.80	125.00	47,302.20	12.08%
7000 Non-Capital Equipment	100,000.00	0.68%	15,736.83	123,859.05	3,280.00	(27,139.05)	127.14%
Total O&M	14,763,843.00	100.00%	582,785.81	11,228,737.80	243,716.82	3,291,388.38	77.71%
30-Debt Service							
3000 Purchased Services	2,000.00	0.02%	-	950.00	-	1,050.00	47.50%
6000 Other/Bonds	9,407,326.00	99.98%	-	9,010,475.00	-	396,851.00	95.78%
Total Debt Service	9,409,326.00	100.00%	-	9,011,425.00	-	397,901.00	95.77%
40-Transportation							
1000 Salaries	2,611,185.00	40.31%	211,029.25	1,476,474.00	-	1,134,711.00	56.54%
2000 Benefits	305,675.00	4.72%	28,199.40	175,049.58	-	130,625.42	57.27%
3000 Purchased Services	2,880,200.00	44.47%	22,654.61	2,084,928.36	27,062.68	768,208.96	73.33%
4000 Supplies	582,000.00	8.99%	51,929.82	182,725.24	32,350.35	366,924.41	36.95%
5000 Capital Outlay	29,000.00	0.45%	-	-	-	29,000.00	0.00%
6000 Other/Dues/Fees	63,500.00	0.98%	1,428.00	8,553.20	1,267.50	53,679.30	15.47%
7000 Non-Capital Equipment	5,500.00	0.08%	-	2,011.40	-	3,488.60	36.57%
Total Transportation	6,477,060.00	100.00%	315,241.08	3,929,741.78	60,680.53	2,486,637.69	61.61%
50-IMRF/SS							
2000 Benefits	2,029,017.00	100.00%	160,943.10	1,137,032.84	-	891,984.16	56.04%
Total IMRF/SS	2,029,017.00	100.00%	160,943.10	1,137,032.84	-	891,984.16	56.04%
60-Capital Projects							
5000 Capital Outlay	875,000.00	100.00%	-	-	-	875,000.00	0.00%
Total Capital Projects	875,000.00	100.00%	-	-	-	875,000.00	0.00%
70-Working Cash							
6000 Transfers	-	0.00%	-	-	-	-	0.00%
Total Working Cash	-	0.00%	-	-	-	-	0.00%
80-Tort							
3000 Purchased Services	1,184,616.00	100.00%	26,745.19	221,643.11	-	962,972.89	18.71%
Total Tort	1,184,616.00	100.00%	26,745.19	221,643.11	-	962,972.89	18.71%
Total Expenditures	114,475,810.00		5,395,888.21	58,079,849.88	1,076,934.72	55,319,025.40	51.68%
Expenditures Across All Funds							
1000 Salaries	40,055,235.00	34.99%	3,214,530.06	22,720,614.75	-	17,334,620.25	56.72%
2000 Benefits	13,650,321.00	11.92%	1,090,447.85	8,694,373.94	8,550.00	4,947,397.06	63.76%
3000 Purchased Services	8,793,239.00	7.68%	274,989.56	4,817,439.72	400,083.63	3,575,715.65	59.34%
4000 Supplies	6,156,956.00	5.38%	538,301.02	2,834,995.95	331,087.64	2,990,872.41	51.42%
5000 Capital Outlay	9,633,000.00	8.41%	-	7,033,416.33	49,726.04	2,549,857.63	73.53%
6000 Other/Dues/Fees/Bonds	34,751,645.00	30.36%	238,683.81	11,489,291.03	88,563.30	23,173,790.67	33.32%
7000 Non-Capital Equipment	1,435,414.00	1.25%	38,935.91	489,718.16	198,924.11	746,771.73	47.98%
Total Expenditures Across all Funds	114,475,810.00	100.00%	5,395,888.21	58,079,849.88	1,076,934.72	55,319,025.40	51.68%

Treasurer's Report

January	2024-2025		Central Cmty USD 301, IL	
Account Description	Beginning Balance	Debit	Credit	Ending Balance
10 - EDUCATIONAL FUND				
IMPREST-DISTRICT	3,845.83	717.24	48.00	4,515.07
IMPREST-CHS	4,513.67	9,080.00	10,768.00	2,825.67
CHECKING-EDUCATION	2,241,527.98	3,044,223.52	4,314,386.20	971,365.30
CHECKING-PAYROLL	1,473.49	2,842,840.01	2,843,151.99	1,161.51
FLEX ACCOUNT	15,354.41	12,630.26	20,528.74	7,455.93
PETTY CASH	1,380.00	0.00	0.00	1,380.00
INVESTMENT-SWEEP	24,502,002.52	85,690.76	1,999,369.13	22,588,324.15
CHS ACTIVITY CHECKING	267,896.07	10,893.51	21,873.45	256,916.13
ELEM/MS ACTIVITY CHECKING	44,204.89	222.65	2,155.11	42,272.43
Totals for Fund: 10 - EDUCATIONAL FUND	27,082,198.86	6,006,297.95	9,212,280.62	23,876,216.19
20 - OPERATIONS AND MAINTENANCE				
CHECKING-O&M	2,524,059.01	1,396,310.68	587,629.72	3,332,739.97
CHECKING-PAYROLL	1,532.68	189,036.21	188,977.66	1,591.23
INVESTMENT-SWEEP	199,623.60	42,848.69	50,000.00	192,472.29
Totals for Fund: 20 - OPERATIONS AND MAINTENANCE	2,725,215.29	1,628,195.58	826,607.38	3,526,803.49
30 - DEBT SERVICE, BOND & INTEREST				
CHECKING-DEBT SERVICE	204,847.76	0.00	0.00	204,847.76
INVESTMENT-SWEEP	1,640,796.28	5,738.35	0.00	1,646,534.63
Totals for Fund: 30 - DEBT SERVICE, BOND & INTEREST	1,845,644.04	5,738.35	0.00	1,851,382.39
40 - TRANSPORTATION FUND				
IMPREST-DISTRICT	0.00	217.24	217.24	0.00
CHECKING-TRANSPORTATION	451,741.10	704,265.99	316,601.79	839,405.30
CHECKING-PAYROLL	1,316.11	211,241.22	211,029.25	1,528.08
INVESTMENT-SWEEP	6,583,761.77	23,025.36	50,000.00	6,556,787.13
Totals for Fund: 40 - TRANSPORTATION FUND	7,036,818.98	938,749.81	577,848.28	7,397,720.51
50 - IMRF/SOCIAL SECURITY				
CHECKING-IMRF/SS	137,555.39	174,611.80	235,554.90	76,612.29
CHECKING-PAYROLL	0.00	73,684.69	73,684.69	0.00
INVESTMENT-SWEEP	3,230,289.31	11,297.28	100,000.00	3,141,586.59
Totals for Fund: 50 - IMRF/SOCIAL SECURITY	3,367,844.70	259,593.77	409,239.59	3,218,198.88
60 - CAPITAL PROJECTS				
CHECKING-CAPITAL PROJECT	2,232,323.44	0.00	0.00	2,232,323.44

Treasurer's Report

January	2024-2025	Central Cmty USD 301, IL		
Account Description	Beginning Balance	Debit	Credit	Ending Balance
60 - CAPITAL PROJECTS				
INVESTMENT-SWEEP	3,182,353.12	11,129.63	0.00	3,193,482.75
Totals for Fund: 60 - CAPITAL PROJECTS	5,414,676.56	11,129.63	0.00	5,425,806.19
70 - WORKING CASH FUND				
CHECKING-WORKING CASH	504.88	0.00	0.00	504.88
INVESTMENT-SWEEP	3,131,711.13	10,952.52	0.00	3,142,663.65
Totals for Fund: 70 - WORKING CASH FUND	3,132,216.01	10,952.52	0.00	3,143,168.53
80 - TORT FUND				
CHECKING-TORT	15,114.10	20,000.00	26,745.19	8,368.91
INVESTMENT-SWEEP	866,139.68	3,029.15	20,000.00	849,168.83
Totals for Fund: 80 - TORT FUND	881,253.78	23,029.15	46,745.19	857,537.74
	Beginning Balance	Debit	Credit	Ending Balance
Grand Totals:	51,485,868.22	8,883,686.76	11,072,721.06	49,296,833.92

**Northern Kane County Regional Vocational System
Revenues and Expenditures Report
January 2025**

Revenues

Source	Description	2024-25 Original Budget	% of Fund	January MTD	2024-25 FYTD	Budget Remaining	FYTD Percent
1999-00	Other Local Revenue	-	0.00%	-	9,700.00	(9,700.00)	0.00%
Total Local Revenues		-	0.00%	-	9,700.00	(9,700.00)	0.00%
3220-00	Career & Technical Education	2,034,723.00	77.26%	-	1,300,000.00	734,723.00	63.89%
Total State Revenues		2,034,723.00	77.26%	-	1,300,000.00	734,723.00	63.89%
4745-00	Perkins V Grant	598,878.00	22.74%	-	236,080.00	362,798.00	39.42%
Total Federal Revenues		598,878.00	22.74%	-	236,080.00	362,798.00	39.42%
Total Revenues		2,633,601.00	100.00%	-	1,545,780.00	1,087,821.00	58.69%

Expenditures

Object	Description	2024-25 Original Budget	% of Fund	January MTD	2024-25 FYTD	Encumbered Amount	Budget Remaining	FYTD Percent
1000	Salaries	182,000.00	6.91%	15,138.58	97,581.48	-	84,418.52	53.62%
2000	Benefits	53,125.00	2.02%	4,449.29	27,841.30	-	25,283.70	52.41%
3000	Purchased Services	45,500.00	1.73%	6,598.75	34,635.12	2,625.10	8,239.78	81.89%
4000	Supplies	2,000.00	0.08%	-	1,191.39	-	808.61	59.57%
6000	Other/Dues/Fees	2,350,976.00	89.27%	65,806.77	899,497.17	-	1,451,478.83	38.26%
Total Expenditures		2,633,601.00	100.00%	91,993.39	1,060,746.46	2,625.10	1,570,229.44	40.38%

Treasurer's Report-Northern Kane

January	2024-2025	Central Cmty USD 301, IL		
Account Description	Beginning Balance	Deposits	Withdrawals	Ending Balance
97 - NORTHERN KANE REG VOC SYSTEM				
NORTHERN KANE CHECKING	1,004,037.30	0.00	91,993.39	912,043.91
Totals for Fund: 97 - NORTHERN KANE REG VOC SYSTEM	1,004,037.30	0.00	91,993.39	912,043.91
	Beginning Balance	Debit	Credit	Ending Balance
Grand Totals:	1,004,037.30	0.00	91,993.39	912,043.91

School Board

Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint: Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

Any District employee who receives a report or complaint of discrimination or harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: <https://dhr.illinois.gov/about-us/contact-idhr.html> or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Policy Posting and Distribution

This policy shall be posted on the District's website. The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site, and/or in other areas where policies and rules of conduct are made available to staff. The Superintendent shall annually inform students and their parents/guardians of this policy by posting it on the District's website and including an age-appropriate summary of the policy in the student handbook(s).

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.: 42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.
105 ILCS 5/22-95 (final citation pending).
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

General Personnel

Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; **reproductive health decisions**; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; **family responsibilities**; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis ~~Pilot~~ Program Act, 410 ILCS 130/.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager **under Board policy 2:260, for the Uniform Grievance Procedure, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited**. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules, or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager **under Board policy 2:260, for the Uniform Grievance Procedure**. ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

Nondiscrimination Coordinator:

Name	<u>Dr. Matthew Haug</u>
Address	<u>275 South St., Box 396</u> <u>Burlington, IL 60109</u>
Email	<u>matthew.haug@central301.net</u>
Telephone No.	<u>847-464-6005</u>

Complaint Managers:

Name	<u>Taylor Ruiz</u>	<u>Shayne Birkmeier</u>
Address	<u>275 South St., Box 396</u> <u>Burlington, IL 60109</u>	<u>275 South St., Box 396</u> <u>Burlington, IL 60109</u>
Email	<u>taylor.ruiz@central301.net</u>	<u>shayne.birkmeier@central301.net</u>
Telephone No.	<u>847-464-6005</u>	<u>847-464-6005</u>

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

- LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
 20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
 29 U.S.C. §206(d), Equal Pay Act.
 29 U.S.C. §218d, **Fair Labor Standards Act.**
 29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
 29 U.S.C. §701 et seq., Rehabilitation Act of 1973.
 38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).
 42 U.S.C. §1981 et seq., Civil Rights Act of 1991.
 42 U.S.C. §2000d et seq., **Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.**
 42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.
 42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.
 42 U.S.C. §2000gg et seq., **Pregnant Workers Fairness Act; 29 C.F.R. Part 1636.**
~~42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.~~
 42 U.S.C. §2000e(k), Pregnancy Discrimination Act.
 42 U.S.C. §12111 et seq., Americans with Disabilities Act, Title I.
 Ill. Constitution, Art. I, §§17, 18, and 19.
 105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1 and 5/24-7.
 410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.
 410 ILCS 513/25, Genetic Information Privacy Act.
 740 ILCS 174/, Ill. Whistleblower Act.
 775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D) and 5/6-101, Ill. Human Rights Act.
 775 ILCS 35/5, Religious Freedom Restoration Act.
 820 ILCS 55/10, Right to Privacy in the Workplace Act.
 820 ILCS 70/, Employee Credit Privacy Act.
 820 ILCS 75/, Job Opportunities for Qualified Applicants Act.
 820 ILCS 112/, Ill. Equal Pay Act of 2003.
 820 ILCS 180/30, Victims' Economic Security and Safety Act.
 820 ILCS 260/, Nursing Mothers in the Workplace Act.
- CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), **2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited)**, 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment; At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

General Personnel

Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, **family responsibilities, reproductive health decisions**, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*; **2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited***; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

The District will take remedial and corrective action to address unlawful workplace harassment, including sexual harassment.

Sexual Harassment Prohibited

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. The District provides annual sexual harassment prevention training in accordance with State law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Report or Complaint

Employees and *nonemployees* (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~

Nondiscrimination Coordinator:

Dr. Matthew Haug

Name

275 South St., P.O. Box 396

Address

Burlington, IL 60109

matthew.haug@central301.net

Email

847-464-6005

Telephone

Complaint Managers:

Shayne Birkmeier

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Telephone

Taylor Ruiz

Name

275 South St., P.O. Box 396

Address

Burlington, IL 60109

taylor.ruiz@central301.net

Email

847-464-6005

Telephone

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly forward a report or complaint may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging **sexual-based** harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee

shall consider whether action under policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee that may be up to and including discharge.

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and/or the Ill. Human Rights Act (775 ILCS 5/).

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U.S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include **posting on the District website and/or** making this policy available in the District's administrative office, and including this policy in the appropriate handbooks.

LEGAL REF.: 42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. §1604.11.
 20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
 5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.
 775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2, Ill. Human Rights Act.
 56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.
Vance v. Ball State Univ., 570 U.S. 421 (2013).
Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009).
Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).
Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).
Burlington Indus. v. Ellerth, 524 U.S. 742 (1998).
Faragher v. City of Boca Raton, 524 U.S. 775 (1998).
Harris v. Forklift Systems, 510 U.S. 17 (1993).
Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).
Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).
Porter v. Erie Foods Int. Inc., 576 F.3d 629 (7th Cir. 2009).
Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).
Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).
Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), **2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited)**, 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

School Board

Powers and Duties of the School Board; Indemnification

The major powers and duties of the School Board include, but are not limited to:

1. Organizing the Board after each consolidated election by electing officers and establishing its regular meeting schedule and, thereafter, taking action during lawfully called meetings to faithfully fulfill the Board's responsibilities in accordance with State and federal law.
2. Formulating, adopting, and modifying Board policies, at its sole discretion, subject only to mandatory collective bargaining agreements and State and federal law.
3. Employing a Superintendent and other personnel, making employment decisions, dismissing personnel, including determining whether an employee has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by 325 ILCS 5/, and establishing an equal employment opportunity policy that prohibits unlawful discrimination.
4. Directing, through policy, the Superintendent, in his or her charge of the District's administration.
5. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District's financial operation; and making available a statement of financial affairs as provided in State law.
6. Entering contracts **in accordance with applicable federal and State law, including** using the public bidding procedure when required.
7. Providing, constructing, controlling, and maintaining adequate physical facilities; making school buildings available for use as civil defense shelters; and establishing a resource conservation policy.
8. Establishing an equal educational opportunities policy that prohibits unlawful discrimination.
9. Approving the curriculum, textbooks, and educational services.
10. Evaluating the educational program and approving School Improvement ~~and District Improvement~~ Plans.
11. Presenting the District report card and School report card(s) to parents/guardians and the community; these documents report District, School, and student performance.
12. Establishing and supporting student behavior policies designed to maintain an environment conducive to learning, including deciding individual student suspension or expulsion cases brought before it.
13. Establishing attendance units within the District and assigning students to the schools.
14. Establishing the school year.
15. Requiring a moment of silence to recognize veterans during any type of school event held at a District school on November 11.
16. Providing student transportation services pursuant to State law.
17. Entering into joint agreements with other boards to establish cooperative educational programs or provide educational facilities.
18. Complying with requirements in the Abused and Neglected Child Reporting Act (ANCRA). Specifically, each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse.

19. Notifying the State Superintendent of Education promptly and in writing of the name of a licensed teacher who was convicted of a felony, along with the conviction and the name and location of the court where the conviction occurred.
20. Notifying the Teachers' Retirement System (TRS) of the State of Ill. Board of Trustees promptly and in writing when it learns that a teacher as defined in the Ill. Pension Code was convicted of a felony, along with the name and location of the court where the conviction occurred, and the case number assigned by that court to the conviction.
21. Communicating the schools' activities and operations to the community and representing the needs and desires of the community in educational matters.

Indemnification

To the extent allowed by law, the Board shall defend, indemnify, and hold harmless School Board members, employees, volunteer personnel (pursuant to 105 ILCS 5/10-22.34, 10-22.34a and 10-22.34b), mentors of certified staff (pursuant to 105 ILCS 5/2-3.53a, 2-3.53b, and 105 ILCS 5/21A-5 et seq.), and student teachers who, in the course of discharging their official duties imposed or authorized by law, are sued as parties in a legal proceeding. Nothing herein, however, shall be construed as obligating the Board to defend, indemnify, or hold harmless any person who engages in criminal activity, official misconduct, fraud, intentional or willful and wanton misconduct, or acts beyond the authority properly vested in the individual.

LEGAL REF.: 105 ILCS 5/10, 5/17-1, 5/21B-85, and 5/27-1.
115 ILCS 5/, Ill. Educational Labor Relations Act.
325 ILCS 5/, Abused and Neglected Child Reporting Act.

CROSS REF.: 1:10 (School District Legal Status), 1:20 (District Organization, Operations, and Cooperative Agreements), 2:10 (School District Governance), 2:80 (Board Member Oath and Conduct), 2:140 (Communications To and From the Board), 2:210 (Organizational School Board Meeting), 2:240 (Board Policy Development), 4:60 (Purchases and Contracts), 4:70 (Resource Conservation), 4:100 (Insurance Management), 4:110 (Transportation), 4:150 (Facility Management and Building Programs), 4:165 (Awareness and Prevention of Sexual Abuse and Grooming Behaviors), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:210 (Resignations), 5:290 (Employment Termination and Suspensions), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

School Board

Board Member Development

The School Board desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

Mandatory Board Member Training

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development leadership training in: (1) education and labor law; (2) financial oversight and accountability; (3) fiduciary responsibilities; (4) ~~and (beginning in the fall of 2023)~~ trauma-informed practices for students and staff; and (5) **improving student outcomes**, within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act (OMA) no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on ~~the Open Meetings Act~~ **OMA** is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training.

Professional Development; Adverse Consequences of School Exclusion; Student Behavior

The Board President or Superintendent, or their designees, ~~will~~ **shall** make reasonable efforts to provide ongoing professional development to Board members about the **requirements of 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14**, adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, **trauma-responsive learning environments**, appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement.

New Board Member Orientation

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the Board's roles and responsibilities.

2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member.
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend: (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.: 5 ILCS 120/1.05 and 120/2, **Open Meetings Act**.
105 ILCS 5/10-16a and 5/24-16.5.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Compensation; Expenses), 2:200 (Types of School Board Meetings)

General Personnel

Staff Development Program

The Superintendent or designee shall implement a staff development program. The goal of ~~such~~ **the** program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate ~~the District and~~ **any** School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

Abused and Neglected Child Reporting Act (ANCRA) and Erin's Law Training

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA); ~~School Code,~~ **mandated reporter training and training on the** ~~and~~ awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) ~~training~~ as follows (see **Board** policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

- ~~1. Staff development for local school site personnel who work with students in grades kindergarten through 8, in the detection, reporting, and prevention of child abuse and neglect.~~
 1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
 2. By January 31, ~~2023,~~ **and of** every year ~~after,~~ all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (*including sexual misconduct as defined in Faith's Law*), and boundary violations.

In-Service Training Requirement

The staff development program shall provide, at a minimum, **within six months of employment and renewed** at least once every ~~two-five~~ **years** ~~thereafter (unless required more frequently by other State or federal law),~~ the in-service training of licensed school personnel and administrators ~~on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.~~ **all District staff who work with pupils on:**

1. **Health conditions of students, including but not limited to training on:**
 - a. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
 - b. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
 - c. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
 - d. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
 - e. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
 - f. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.
2. **Social-emotional learning.** Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school

interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.

3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/2-3.166 (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11.
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
 - a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
 - b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
 - c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
 - d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 110/3.10 (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
 - a. The federal Americans with Disabilities Act as it pertains to the school environment; and
 - b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
 - a. Teacher-student conduct;
 - b. School employee-student conduct; and
 - c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of 105 ILCS 5/27-23.4 (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following:

1. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.
3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in

accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.

4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act.
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment prevention training.
9. Title IX requirements for training in accordance with 34 C.F.R. §106.8(d) (see Board policy 2:265, *Title IX Grievance Procedure*).
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.

LEGAL REF.: 20 U.S.C §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
 42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.
 105 ILCS 5/2-3.62, **5/2-3.166**, **5/3-11**, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), and 5/24-5.
 105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
105 ILCS 145/25, Care of Students with Diabetes Act.
 105 ILCS 150/25, Seizure Smart School Act.
 105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
 325 ILCS 5/4, Abused and Neglected Child Reporting Act.
 745 ILCS 49/, Good Samaritan Act.
 775 ILCS 5/2-109 **and 5/5A-103**, Ill. Human Rights Act.
 23 Ill.Admin.Code §§22.20, 226.800, and Part 525.
 77 Ill.Admin. Code §527.800.

CROSS REF.: 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), **2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited)**, 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; **Code of Professional** Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (~~Food Allergy~~ **Anaphylaxis Prevention, Response, and** Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

Instruction

Student Social and Emotional Development

Social and emotional learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social-awareness **and** the interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-and-culturally appropriate classroom instruction, District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Staff development and training to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact **learning. This may include student and family support services, school-based behavioral** health services, and school-community linked services and supports.
7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, student^s' social and emotional development, and academic performance.

LEGAL REF.: Children's Mental Health Act ~~of 2003~~, 405 ILCS 49/1 ~~et seq.~~

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, **Eye, and Dental** Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Instruction

Using Animals in the Educational Program

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

Animal Experiments

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

Animal Dissection

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

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

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

CROSS REF.: 6:40 (Curriculum Development)

Instruction

Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in ~~School~~ Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s);
2. ~~Notification p~~Processes that ~~notify~~ **provide** a student's parent(s)/guardian(s) ~~with: of a decision affecting a student's participation in the APP;~~
 - a. **Written notification when their child is eligible for enrollment in accelerated courses; and**
 - b. **Notification of a decision affecting their child's participation in the APP.**
3. Assessment processes that include multiple valid, reliable indicators; ~~and.~~
4. ~~By the fall of 2023, t~~The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student ~~meets or~~ exceeds State standards in English language arts, mathematics, or science on a State assessment administered under 105 ILCS 5/2-3.64a-5, as follows:
 - a. A student who ~~meets or~~ exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
 - b. A student who ~~meets or~~ exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
 - c. A student who ~~meets or~~ exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement.

LEGAL REF.: 105 ILCS 5/14A.
23 Ill.Admin.Code Part 227, Gifted Education.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Instruction

Instructional Materials

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These 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 informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Superintendent or designee shall provide a list **or description** of textbooks and instructional materials used in the District to the School Board ~~upon any textbook adoption~~. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to use **age-appropriate** supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught ~~and to ensure it is age-appropriate~~. No R-rated movie shall be shown to students unless prior approval is received from the Superintendent or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. 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.: 105 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** ~~Complaints~~)

Instruction

Field Trips

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational **objectives** ~~goals~~.

All field trips must have the Superintendent or designee's prior approval, **except that** ~~—The Board of Education must be notified of all~~ field trips beyond a 200-mile radius of the school or extending overnight **must have the prior approval of the School Board**. The Superintendent or designee shall analyze **the following factors to determine** whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs.

Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip; and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for a fee waiver under Board policy 4:140, *Waiver of Student Fees*. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

Privately arranged trips, including those led by District ~~s~~Staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

LEGAL REF.: 105 ILCS 5/29-3.1.

CROSS REF.: 4:140 (Waiver of Student Fees), 6:10 (**E**ducational Philosophy and Objectives), 7:10 (Equal Educational Opportunities), 7:270 (Administering Medicines to Students)

Instruction

Assemblies and Ceremonies

Assemblies must be approved by the Building Principal and be consistent with the District's educational objectives.

While ~~t~~The District **respects an individual's brief, quiet, personal religious observance(s)**, it shall not endorse or otherwise promote invocations, benedictions, and group prayers at any school assembly, ceremony, or other school-sponsored activity.

LEGAL REF.: Lee v. Weisman, 505 U.S. 577 ~~112 S.Ct. 2649~~ (1992).
Santa Fe Independent Sch. ~~ool~~ Dist. ~~riet~~ v. Doe, 530 U.S. 290 ~~120 S.Ct. 2266~~ (2000).
Kennedy v. Bremerton Sch. Dist., 142 S.Ct. 2407 (2022).
Jones v. Clear Creek Independent Sch. ~~ool~~ Dist. ~~riet~~, 930 F.2d 416 (5th Cir. 1991), *cert. granted, judgement vacated*, 505 U.S. 1215 (1992), *remand*, 977 F.2d 963 (~~5th Cir. 1992~~), *reh'g denied*, 983 F.2d 234 (5th Cir. 1992), and *cert. denied*, 508 U.S. 967 ~~113 S.Ct. 2950~~ (1993).

CROSS REF.: 6:70 (Teaching About Religion), 6:80 (Teaching About Controversial Issues)

Instruction

Complaints About Curriculum, Instructional Materials, and Programs

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum pursuant to School Board policy 7:15, *Student and Family Privacy Rights*.

Parents/guardians, employees, and community members who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy may file a complaint using Board policy 2:260, *Uniform Grievance Procedure*.

Parents/guardians, employees, and community members ~~Persons~~ with other suggestions or complaints about curriculum, instructional materials, ~~or and~~ programs should complete a *Curriculum Objection Form* ~~and/or use the Uniform Grievance Procedure~~. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a *Curriculum Objection Form*.

LEGAL REF.: 20 U.S.C. §1232h, Protection of Pupil Rights Amendment.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and ~~Concerns~~ ~~Complaints~~)

Instruction

Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by ~~a qualified guidance specialist or any certificated staff member~~ **school counselors or licensed educators with a school support personnel endorsement in the area of school counseling.**

[For Elementary and Unit Districts]

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

[For High School and Unit Districts]

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals that conform to the student's career objectives. High school juniors and seniors will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parent(s)/guardian(s) with information.

LEGAL REF.: 105 ILCS 5/10-22.24a and 5/10-22.24b.
23 Ill.Admin.Code §§§1.420(q).

CROSS REF.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 6:110 (Programs for Students **A**t Risk of Academic Failure and/or Dropping **O**ut of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention)-

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.

Missed Homework

Students absent for a valid cause may make up missed homework in a reasonable timeframe per policy 7:70, *Attendance and Truancy*.

CROSS REF.: 7:70 (Attendance and Truancy)

Students

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, ~~color, nationality,~~ national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance complaint by using Board Policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

Sex Equity

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

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

Any student may file a sex discrimination complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator and a Title IX Coordinator, ~~who also serves as the District's Title IX Coordinator~~. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedures.

LEGAL REF: 20 U.S.C. §1681 ~~et. sSeq.~~, Title IX of the Education Amendments of 1972;
~~Implemented by~~ 34 C.F.R. Part 106.
 29 U.S.C. §791 ~~et. sSeq.~~, Rehabilitation Act of 1973; 34 C.F.R. Part 104.
 42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
 42 U.S.C. §11431 ~~et. sSeq.~~, McKinney-Vento Homeless Assistance Act.
Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).
 Ill. Constitution, Art. I, §18.
 105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60, 5/10-20.63, 5/10-22.5,
 and 5/27-1.
 775 ILCS 5/1-101 ~~et. seq.~~, Illinois Human Rights Act.
 775 ILCS 35/5, Religious Freedom Restoration Act.
 23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Students Rights and Responsibilities), 7:160 (Student Appearance), 7:165 (School Uniforms), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:330 (Student Use of Buildings – Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Students

Nonpublic School Students, Including Parochial and Home-Schooled Students

Part-Time Attendance

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis. Requests for part-time attendance must be submitted ~~in writing~~ to the Building Principal of the school in the school attendance area where the student resides. All requests for attendance in the following school year must be submitted before May 1.

A student accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. He or she may participate in any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for partial enrollment must pay all fees, ~~;~~ pro-rated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided on regular bus routes to or from a point on the route nearest or most easily accessible to the non-public school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes ~~is shall be~~ the responsibility of the parent(s)/guardian(s).

Students with a Disability

The District accepts for part-time attendance those children for whom it has been determined that special education services are needed, are enrolled in nonpublic schools, and otherwise qualify for enrollment in the District. Requests must be submitted by the student's parent(s)/guardian(s). Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's Individualized Educational Program on the basis of the child's disabling condition or as the special education program location may require.

Extracurricular Activities, Including Interscholastic Competition

A nonpublic school student is eligible to participate ~~in~~: (1) ~~in~~ interscholastic competition, provided his or her participation adheres to the regulations established by any association in which the School District maintains a membership, and (2) non-athletic extracurricular activities, provided the student attends a District school for at least one-half of the regular school day, excluding lunch. A nonpublic student who participates in an extracurricular activity is subject to all policies, regulations, and rules that are applicable to other participants in the activity.

Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school

administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to School Board policy 7:30, *Student Assignment and Intra-District Transfer*, as well as administrative procedures implementing this policy.

LEGAL REF.: 105 ILCS 5/10-20.24 and 5/14-6.01.

CROSS REF.: 4:110 (Transportation), 6:170 (Title I Programs), 6:190 (Extracurricular and Co-Curricular Activities), 6:320 (High School Credit for Proficiency), 7:30 (Student Assignment *and Intra-District Transfer*), 7:300 (Extracurricular Athletics)

Students

Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grade 6 and 12.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening **and an age-appropriate social and emotional screening are** is required **parts of** ~~and an age-appropriate social and emotional screening must be completed for~~ each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was *risk-assessed* or screened for lead poisoning.
5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papillomavirus (HPV) and HPV-related cancers and the availability of the HPV vaccine.
6. The District will provide informational materials regarding influenza, influenza vaccinations, ~~meningococcal disease, and meningococcal vaccinations~~ developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of

vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second, sixth, and ninth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second, sixth, or ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. School Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

- LEGAL REF.: 42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
105 ILCS 5/27-8.1 and 45/1-20.
410 ILCS 45/7.1, Lead Poisoning Prevention Act.
410 ILCS 315/2e, Communicable Disease Prevention Act.
23 Ill.Admin.Code §1.530.
77 Ill.Admin.Code Part 664, Socio-Emotional and Developmental Screening.
77 Ill.Admin.Code Part 665, Child and Student Health Examination and Immunization.
77 Ill.Admin.Code Part 690, Control of ~~Communicable~~ **Notifiable** Diseases **and**
Conditions Code.
- CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 6:180
(Extended Instructional Programs), 7:50 (School Admissions and Student Transfers To
and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

Students

Student Rights and Responsibilities

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. ~~Students should exercise these rights reasonably and avoid violating the rights of others.~~ Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

Students may, during the school day, during non-instructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee. *Non-instructional time* means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

LEGAL REF.: 20 U.S.C. §7904.
105 ILCS 20/5.
Tinker v. Des Moines Independent School District, 89 S.Ct. 733 (1969).

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:190 (Student **Behavior Discipline**)

Students

Vandalism

The School Board will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property.

LEGAL REF.: 740 ILCS 115/, **Parental Responsibility Law**.

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

Students

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*. This policy prohibits ~~any person a~~ **District employee, agent, or student** from engaging in ~~sexual harassment~~ **sex discrimination, including sex-based harassment**, in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, **including a District employee, agent, or student**, from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. **Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.**

5. Notifies students and parents/guardians of this policy.

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 5:100 (Staff Development), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Students

Suspension Procedures

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
 - a) A threat to school safety, or
 - b) A disruption to other students' learning opportunities.
 - ii. For a suspension of 4 or more school days, an explanation:
 - a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,

- b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
- c) That the student's continuing presence in school would either:
 - i) Pose a threat to the safety of other students, staff, or members of the school community, or
 - ii) Substantially disrupt, impede, or interfere with the operation of the school.
- iii. For a suspension of ~~5~~ 4 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
- 5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
- 6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

LEGAL REF.: Goss v. Lopez, 419 U.S. 565 (1975).
 105 ILCS 5/10-20.14, 5/10-22.6.
 23 Ill.Admin.Code §1.280.

CROSS REF.: 5:100 (Staff Development Program), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

Students

Orders to Forgo Life-Sustaining Treatment

Written orders from parent(s)/guardian(s) to forgo life-sustaining treatment for their child must be signed by the student's physician and given to the Superintendent. This policy shall be interpreted in accordance with the Illinois Health Care Surrogate Act. (~~755 ILCS 40/1 et seq.~~)

Whenever an order to forgo life-sustaining treatment is received, the Superintendent shall convene a multi-disciplinary team that includes:

1. The student, when appropriate;
2. The student's parent(s)/guardian(s);
3. Other medical professionals, e.g., licensed physician, physician's assistant, or nurse practitioner;
4. Local first responders for the building in which the student is assigned to attend school;
5. The school nurse;
6. Clergy, if requested by the student or his or her parent(s)/guardian(s);
7. Other individuals to provide support to the student or his or her parent(s)/guardian(s); and
8. School personnel designated by the Superintendent.

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 40/1 ~~et seq.~~
Cruzan v. Director, Missouri Department of Health, 497 U.S. 261 (1990).
In re: C.A., a minor, 236 Ill.App.3d 594 (1st Dist. 1992).

Students

Communicable and Chronic Infectious Disease

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the School Board's policies. The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns.

LEGAL REF.: 105 ILCS 5/10-21.11.
~~410 ILCS 315/2a.~~
23 Ill.Admin.Code §§ 1.610 and 226.300.
77 Ill.Admin.Code ~~Part~~ §690.400
~~20 U.S.C. §1400 et seq.~~, Individuals With Disabilities Education **Improvement** Act of **2004**, ~~20 U.S.C. §1400 et seq.~~
~~29 U.S.C. §794(a)~~, Rehabilitation Act of **1973**, Section 504, ~~29 U.S.C. §794(a)~~.

Students

Student Fund-Raising Activities

No individual or organization is allowed to ask students to participate in fundraising activities while the students are on school grounds during school hours or during any school activity. Exceptions are:

1. School-sponsored student organizations; and
2. Parent organizations and booster clubs that are recognized pursuant to policy 8:90, *Parent Organizations and Booster Clubs*.

The Superintendent or designee shall manage student fundraising activities in alignment with the following directives:

1. Fund-raising efforts shall not conflict with instructional activities or programs.
2. For any school that participates in the School Breakfast Program or the National School Lunch Program, fundraising activities involving the sale of food and beverage items to students during the school day while on the school campus must comply with the Ill. State Board of Education rules concerning the sale of competitive food and beverage items.
3. Participation in fund-raising efforts must be voluntary.
4. Student safety must be paramount.
5. For school-sponsored student organizations, a school staff member must supervise the fund-raising activities and the student activity funds treasurer must safeguard the financial accounts.
6. The fund-raising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.
7. The funds shall be used to the maximum extent possible for the designated purpose.
8. Any fund-raising efforts that solicit donor messages for incorporation into school property, (e.g., tiles or bricks), or placement upon school property, (e.g., posters or placards), must:
 - a. Develop viewpoint neutral guidelines for the creation of messages;
 - b. Inform potential donors that all messages are subject to review and approval, and that messages that do not meet the established guidelines must be resubmitted or the donation will be returned; and
 - c. Place a disclaimer on all fundraising information and near the completed donor messages that all messages are "solely the expression of the individual donors and not an endorsement **by the District** of any message's content ~~by the District~~."

LEGAL REF.: 105 ILCS 5/10-20.19(3).
23 Ill. Admin.Code Part 305, School Food Service.

CROSS REF.: 4:90 (**Student Activity and Fiduciary Funds**), 4:120 (Food Services), 8:80 (Gifts to the District), 8:90 (Parent Organizations and Booster Clubs)



**CCUSD #301 Personnel Report
March 3, 2025**

New Hire – Non-Certified

Name	School	Position
Yasa, Sandhya	CT	EC Paraprofessional

Voluntary Transfer – Certified

Name	School	Position
Haug, Matthew	DO	Executive Director of Human Resources

Voluntary Transfer – Non-Certified

Name	School	Position
Huntington, Cammeron	CHS	2nd Shift Custodian
Stover, Wayne	PV	2nd Shift Custodian

Resignation – Certified

Name	School	Position	Effective Date
Helsel, Tonya	CHS	Teacher (Full Year LOA)	January 31, 2025
Juske, Ted	CHS	Athletics and Activities Director	June 30, 2025
Mowers, Jacqueline	HBT	4th Grade Teacher	End of SY2025
Roberts, Stephanie	PV	Teacher (Full Year LOA)	January 31, 2025

Resignation – Non-Certified

Name	School	Position	Effective Date
Armintrout, Joseph	Facilities	Grounds Worker	February 28, 2025
Brazas, Joanne	CMS	Administrative Assistant	June 30, 2025
Ferstl, Lauren	Transportation	Bus Driver	March 28, 2025
Rodriguez, Amy	CMS	Administrative Assistant	March 31, 2025
Rundio, Carl	Facilities	Maintenance	February 11, 2025

Retirement – Certified

Name	School	Position	Effective Date
Doyle, Michael	DO	Instructional Coach	End of SY2029

Retirement – Non-Certified

Name	School	Position	Effective Date
Hernandez, Nancy	Transportation	Bus Aide	February 12, 2025

Leave of Absence – Certified

Name	School	Position	Effective Date
Giardina, Holly	PKMS	Reading Teacher	Intermittent

Leave of Absence – Non-Certified

Name	School	Position	Effective Date
Hespel, Mark	CHS	Custodian	1/28/2025 to 2/3/2025
Ruiz, Taylor	DO	HR Generalist	8/1/2025 to 9/12/2025
Vilkaitis, Alina	LL	Custodian	3/4/2025 to 3/7/2025

MEMORANDUM

FROM: Ted Juske, Athletics/Activities Director
 TO: District 301 Board of Education
 DATE: January 27, 2025
 RE: Dance Overnight Trip for State

Our Dance Head Coach, Jenna Jensen, and staff are requesting to take athletes overnight to Bloomington Grossinger Motors Arena for the IHSA state competition. They will be traveling by yellow school bus.

Below is their itinerary and some important information regarding the trip.

Dance State Schedule

Thursday January 30th, 2025

Time	
7:00 AM	Athletes bag drop off
9:00 AM	Athletes dismissed from class
9:15 AM	State Send Off & Load the Bus
9:20 AM	LEAVE CHS, Drive to Bloomington-Normal (2 hr 30 minutes approx)
12:00 PM	Stop and Eat at Jimmy Johns
1:00 PM	Head to Dance Studio for Practice Twin Cities School of Dance 1301 Morrissey Dr #1, Bloomington, IL 61701
1:30-4 PM	Practice at Studio
4:30 PM	Arrive at Hampton Inn and Suites 320 S Towanda Ave, Normal, IL 61761
6:00- 7:00 PM	Pickup Registration Packet Grossinger Motors Arena 101 South Madison Street Bloomington, IL 61701

7:30 PM	Dinner at DESTHIL Restaurant (Dancers only) 318 S Towanda Ave, Normal, IL 61761
9:30 PM	Return to Hampton Inn and Suites
11:00 PM	Lights out/Curfew (All dancers must remain in assigned rooms)

Friday January 31th, 2025

Time	
8:15 AM	Go to Grossinger Motors Arena (Lunch at Arena) (Time may be adjusted due to our performance time)
TBD	Perform
2:50 PM	Qualifying Announcements
3:15 PM	Head back to Hotel
4:00 PM	Tentative Practice/Watch 3A Teams
7:30 PM	Team Dinner with families TBD
9:30 PM	Return to Hampton Inn and Suites
11:00 PM	Lights Out/Curfew

Saturday February 1st 2025 (TBD)

Time	
8:15 AM	Go to Grossinger Motors Arena (Lunch at Arena)
TBA	Perform if making day 2
1:45 PM	Leave Bloomington, Head to CHS

MEMORANDUM

FROM: Ted Juske, Athletics/Activities Director
 TO: District 301 Board of Education
 DATE: January 27, 2025
 RE: Cheer Overnight Trip for Sectionals

Due to our IHSA sectional placement at Farmington High School (155 miles away), the CHS Varsity Cheer team will need to leave the night before.

Information packet: [General Info Farmington IHSA Sectional 24-25](#)

Friday, January 31st, 2025

Time	
7:45 AM	Athletes bag drop off
3:30 PM	Practice (1 hour)
4:30 PM	Load the bus
4:45 PM	Leave CHS, Drive to Pekin, IL
7:45 PM	Hampton Inn & Suites 3445 Court St Pekin, IL 61554 (309)885-7005
8:00 PM	Dinner at Hotel
10:00 PM	Lights out



Saturday, February 1st, 2025

Time	
11:15 AM	Leave for Farmington HS 310 N. Lightfoot Rd. Farmington, IL 61531
1:38 PM	Perform
1:55 PM	Qualifying Announcements
2:15 PM	Leave Farmington HS to return to Central High School
5:15 PM	Arrive back at CHS

Line-up**<https://www.tourneywire.com/cheer/public-order-cheer.php?tournid=1622>

MEMORANDUM

FROM: Ted Juske, Athletic/Activities Director
 TO: District 301 Board of Education
 DATE: February 4, 2025
 RE: Cheer Overnight State Trip

Our Cheer Coaches are requesting to take the Cheer team overnight to State.

[All Things State Link](#)

Thursday February 6th

Time	
7:45 AM	Athletes bag drop off
8:50 AM	Athletes dismissed from class
8:55 AM	Go to athletic office/Pics/Gifts
9:15AM	State send off <ul style="list-style-type: none"> • Parents can park by door #1/Main Entrance
9:45 AM	Load Bus-Leave CHS, Drive to Bloomington-Normal
10:30-11:30 AM	Eat on the way out Portillo's 1780 DeKalb Ave Sycamore, IL 60178
2:15 PM	Arrive at Hampton Inn 320 S Towanda Ave Normal IL 61761 309.684.6470
2:45 PM	Leave for practice
3-4 PM	Practice Gymnastics Etc.

402 Olympia Dr.
Bloomington IL 61704

4:15 PM	Back to Hotel and Target Run 320 S Towanda Ave Normal IL 61761 309.684.6470
5:30 PM	Dinner at Hotel
6:30 PM	Leave for Arena to pick up packet 101 South Madison Street Bloomington, IL 61701
8:00 PM	Team Meeting (Coach Meg's room)
10:00 PM	Lights out

Friday February 7th

Time	
8:00 AM	Leave for Grossinger Motors Coliseum <ul style="list-style-type: none"> • Link to full schedule HERE.
9:55 AM	Perform
1:45 PM	Qualifying Announcements
2:00	Lunch (location TBD)
2:30 PM	Return to hotel
5:30 PM	Team Dinner with families Fiesta Ranchero 1500 E. Empire Street Bloomington
8:00 PM	Return to hotel



Saturday February 8th

Time	
10:00 AM	<i>Go to US Cellular Coliseum (either compete or to watch finals)</i>
1:15 PM	<i>Awards</i>
1:45 PM	<i>Leave Bloomington, Head to CHS</i>

MEMORANDUM

FROM: Stephen Buchs, Director of Curriculum 9-12 and College Partnerships

TO: Board of Education & Dr. Matthew Haug, Interim Superintendent

CC: Patrick Podgorski, Amber Ballard, Donna Gibbons, Ryan Robinson, Ryan Dalen, Kelly Greene

DATE: Feb. 12, 2025

RE: Veterinarian Affiliation Agreement

As part of the National Association of Veterinary Technicians in America (NAVTA) program requirements for students to obtain their Veterinarian Assistant certificate, students are required to complete 100 hours of externships. We are currently working with many different animal clinics to seek partnerships for these opportunities for our students. This agreement ensures that students receive practical experiences that meet educational standards, and ensures an appropriate learning environment away from the students' school that matches the career focus. I am seeking approval for the following sites for the SY24-25. One of these is a new location and first time placement for our students and the other is a renewal.

Renewal: Bartlett Animal Hospital

New: Healthy Paws Animal Hospital

Standard Affiliation Agreement

Dear Bartlett Animal Hospital

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,
Amber Ballard, CVT
Program Coordinator
Phone: 847-464-6030
amber.ballard@central301.net

Dr. Todd Stirn
Work Based Learning Specialist II
Phone: 224-990-7093
efe.stirn@central301.net

**AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Bartlett Animal Hospital
for Student Veterinary Assistant Externship Experience**

THIS AGREEMENT (“Agreement”) is entered into this 10th Day, of June 2024, by and between Bartlett Animal Hospital (“**Facility**”), the Board of Education of Central Community Unit School District No. 301 (“**District**”), and Northern Kane Region 100 (collectively the “**Parties**”).

WHEREAS, the District desires to utilize Bartlett Animal Hospital facility at 1251 Humbracht Cir STE E, Bartlett, IL 60103 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. Provision of foundational curriculum to students. The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District’s curriculum.

2. Liability insurance. The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. Designation of liaison to Facility; communications relating to clinical placements. The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The assignments to be undertaken by the students participating in the educational program

will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. School notices to students. The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

- (a) Follow the administrative policies, standards, and practices of the Facility.
- (b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.
- (c) Provide his/her own transportation.
- (d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.
- (e) Conform to the standards and practices established by the District while functioning at the Facility.
- (f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.
- (g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.
- (h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. Provision of facilities for supervised experiences. Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. Facility rules applicable to students during clinical assignments. Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations of the Facility and imposed by the Facility on its employees and agents with regard to

following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. Emergency treatment of students. In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

4. Designation of liaison to the District; communications relating to placements. The Facility shall designate a liaison responsible for coordinating the placements. That person shall maintain contact with the District's designated liaison person to assure mutual participation in and surveillance of the program. The Facility shall notify the District in writing of any change or proposed change of the person(s) responsible for coordinating the placements.

5. School Tour of Facility. The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. Provision of Relevant Facility policies. The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. Facility Transportation and Use of Mobile Units. The Facility must obtain advance written permission from the District for transportation of students by the Facility or its staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. FERPA Compliance. The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws.** The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period.** The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on July 1st, 2024 with the last clinical on August 31st, 2025 .

3. **Determination of number of participating students.** The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences.** Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. Removal of students.

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2024 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability.** Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening:** Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement.** This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement.** This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability.** If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status.** No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time during their clinical placement replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience. Upon the completion of the clinical placement, the Facility may offer students employment with the Facility.

7. **Notice to Parties.** Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:
Bartlett Animal Hospital
1251 Humbracht Cir STE E
Bartlett, IL 60103

If to the District:
275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law.** This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts.** This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries.** This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns, executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns.** This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only.** The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Bartlett Animal Hospital

Board of Education,
Central Community Unit School District 301

Signature: Stacy Potter

Signature: _____

Printed Name: Stacy Potter

Printed Name: _____

Title: Practice Manager

Title: _____

Date: 6/14/24

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301__

1199751.1

Signature: _____

Printed Name: _____

Title: _____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Healthy Paws Animal Hospital

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,
Amber Ballard, CVT
Program Coordinator
Phone: 847-464-6030
amber.ballard@central301.net

Dr. Todd Stirn
Work Based Learning Specialist II
Phone: 224-990-7093
efe.stirn@central301.net

**AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Healthy Paws Animal Hospital
for Student Veterinary Assistant Externship Experience**

THIS AGREEMENT (“Agreement”) is entered into this 20th Day, of Jan. 2025, by and between Healthy Paws Animal Hospital (“**Facility**”), the Board of Education of Central Community Unit School District No. 301 (“**District**”), and Northern Kane Region 100 (collectively the “**Parties**”).

WHEREAS, the District desires to utilize Healthy Paws Animal Hospital facility at 4581 Princeton Ln #101, Lake in the Hills, IL 60156 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

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- (e) Conform to the standards and practices established by the District while functioning at the Facility.
- (f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.
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6. Provision of Relevant Facility policies. The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

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possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

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The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

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4. **Evaluation of students' experiences.** Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. Removal of students.

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2024 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability.** Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening:** Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement.** This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement.** This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability.** If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status.** No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time during their clinical placement replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience. Upon the completion of the clinical placement, the Facility may offer students employment with the Facility.

7. **Notice to Parties.** Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:
Healthy Paws Animal Hospital
4581 Princeton Ln #101
Lake in the Hills, IL 60156

If to the District:
275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law.** This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts.** This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries.** This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns, executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns.** This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only.** The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Healthy Paws Animal Hospital

Board of Education,
Central Community Unit School District 301

Signature: John Ferrero

Signature: _____

Printed Name: John Ferrero

Printed Name: _____

Title: Treasurer

Title: _____

Date: 1/20/25

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301__

1199751.1

Signature: _____

Printed Name: _____

Title: _____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

MEMORANDUM

FROM: Dr. Matthew Haug, Interim Superintendent
TO: Board of Education
DATE: February 18, 2025
RE: Proposed boundary change

As shared last month, the District continues to watch enrollment trends across our elementary buildings and, as expected, enrollments at Country Trails Elementary School and Howard B. Thomas Grade School have continued to increase, while Lily Lake enrollments have remained fairly steady. Enrollments at Prairie View Grade School have declined in recent years due to students aging out of elementary school and the limited open land available for new construction within PV boundaries. This building, with its current mobile units, has the capacity to absorb some additional enrollments.

The developer of West Point Gardens has begun construction of their phase 3 development to the southwest of the current neighborhood. This subdivision has 74 lots that can be sold and homes are currently under construction. Under our current school boundaries, students who move into these new homes would attend Howard B. Thomas Grade School. We are recommending that we change our school boundaries so that students in West Point Gardens phase 3 will attend Prairie View Grade School. As no homes are completed and no families currently reside in this development, no current families will be impacted.

We recommend that the Board approve this boundary change.



74 lots

Prairie View Grade School

Prairie Knolls Middle School



MEMORANDUM

TO: Board of Education

FROM: Dr. Matthew Haug, Interim Superintendent

DATE: February 18, 2025

RE: Vision 2030

Included with this memo is information regarding Vision 2030, a blueprint for public education in Illinois developed by statewide education organizations including the Illinois Association of School Administrators, Illinois Principals Association, Illinois Association of School Boards, Illinois Association of School Business Officials, and more.

The Vision 2030 framework centers around keeping students safe, keeping high-quality educators in front of students, enhancing post-secondary success, and improving measurement of what is working. It outlines current recommendations for future-focused learning, shared accountability, and predictable funding.

The Illinois Association of School Boards, along with the other groups that were part of developing Vision 2030, are asking Boards of Education to sign a resolution in support of this Vision. As most of this Vision aligns with our District's mission and vision, we do recommend that the Board sign the resolution demonstrating support of Vision 2030.

Fulfilling the Promise of Public Education in Illinois

VISION 2030



illinoisvision2030.com

Vision 2030 represents the second time education stakeholders fostered collaboration and unity among education organizations across the state to create an advocacy framework for public education in Illinois. The first initiative, Vision 2020, resulted in numerous achievements, including the passage of the Evidence-Based Funding Formula, Illinois Balanced Accountability Model, and Postsecondary Workforce Readiness Act.

illinoisvision2030.com

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Letter from Vision 2030 Partners

In November 2012, statewide education organizations united to develop a comprehensive visioning process for enhancing public education in Illinois in the long term.

That effort resulted in Vision 2020, the first-of-its-kind blueprint for public education in Illinois that sparked legislative action on school funding, teacher recruitment policies, college and career readiness, and the state's accountability model.

However, in the aftermath of the COVID-19 pandemic, the landscape of public education has been significantly altered, presenting immense challenges and prompting increased scrutiny.

A new vision was needed to propel Illinois forward in designing a system that better serves the needs of diverse learners, attracts new people to the profession, enhances student opportunities, and continues the state toward long-term predictable funding.

In October 2023, the Illinois Association of School Administrators (IASA), Illinois Principals Association (IPA), Illinois Association of School Boards (IASB), Illinois Association of School Business Officials (IASBO), the Superintendents' Commission for the Study of Demographics and Diversity (SCSDD), Illinois Association of Regional Superintendents of Schools (IARSS), Illinois Alliance of Administrators of Special Education (IAASE), and The Association of Illinois Rural and Small Schools (AIRSS) launched Vision 2030 with the goal of articulating what the education community stands for and aspires to realize.

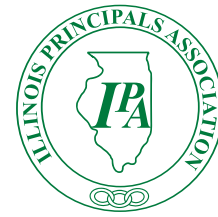
This Policy Framework is the culmination of multiple in-person sessions and a statewide engagement effort that included input from more than 1,000 stakeholders, ranging from the southern tip of Illinois through the northern Chicago suburbs. Most importantly, the ideas encapsulated in Vision 2030 represent priorities from the practitioners who work inside and outside of school buildings to improve the education outcomes of children from all backgrounds.

On behalf of the near 2 million school children in Illinois, the Vision 2030 partners encourage the General Assembly, the Governor, and all stakeholders to review this Policy Framework and begin to take action to build an even brighter future for Illinois students.



Brent Clark

Dr. Brent Clark
IASA Executive Director



Jason E. Leahy

Dr. Jason E. Leahy
IPA Executive Director



Illinois Association
of School Boards



Kimberly A. Small

Kimberly A. Small
IASB Executive Director

Kristopher Monn

Dr. Kristopher Monn
IASBO Executive Director



Creg Williams

Dr. Creg Williams
SCSDD Executive Director



Gary Tipsord

Gary Tipsord
IARSS Executive Director



Melissa Taylor

Melissa Taylor
IAASE Executive Director



The Association
of Illinois Rural
and Small Schools

Jennifer Garrison

Dr. Jennifer Garrison
Association of Illinois Rural and Small Schools President

Statewide Representation

The Vision 2030 Workgroup included more than 100 representatives from statewide partner associations. Representatives of the Workgroup engaged in deep discussions on education issues that shaped this document. The idea and goals articulated by the Workgroup were then pressure tested by a statewide survey completed by more than 1,000 educational leaders.



Vision 2030 Centers Around:

**Keeping
students
safe**

**Keeping
high-quality
educators
in front of
students**

**Enhancing
post-secondary
success**

**Improving
measurement
of what is
working**

Future-Focused Learning



Priorities for the Future

- 1** Promote future-driven skills that allow for more college and career exploration
- 2** Enhance student safety and well-being
- 3** Attract and retain a high quality and diverse educator pipeline
- 4** Promote curriculum and instructional flexibility to meet the unique needs of local communities

The following pages contain recommendations for how to improve the current teaching and learning system in Illinois.

Recommended State Policy

1

Promote future-driven skills that allow for more college and career exploration

Encourage Career Exploration. Public education is responsible for preparing students for college and careers with the integration of emerging technologies, both known and unknown, as well as for global citizenship. Advocacy is needed for the development of more flexible certification pathways, industry credentials, and/or micro-credential programs to meet a greater pool of student needs.

Promote Dual Credit. Opportunities for students to experience college and careers while in high school support classroom learning and prepare students for post-secondary success. Currently, the decision to offer programming in conjunction with postsecondary institutions is still not delivered equitably nor is it focused on what is in the best interests of students. Our goal is to ensure equitable access for all students in Illinois within their current school district with funding to support free community college enrollment for students. Further develop the Dual Credit Quality Act or other alternative credentialing options to increase student access to these offerings.

Expand Dual Credit Teacher Pool. The ability of students to take dual-credit courses within the districts/schools in which they attend is important for expanding access to these opportunities. To accomplish this, advocacy for the expansion of the number of K-12 teachers eligible to teach dual credit courses is necessary, and advocacy for the removal of barriers to accreditation or eligibility is essential to achieving this goal.

Study the Impact of Artificial Intelligence (AI). Establish a task force to study the impact of AI on K-12 school communities in Illinois and produce a toolkit regarding the responsible use of AI in Illinois K-12 schools. The task force should analyze potential benefits and challenges/risks, ensuring the integration of AI supports educational goals.

2

Enhance student safety and well-being

Support Student Safety. All students have the right to be educated in quality facilities that are conducive to learning and safe for all students and personnel. Advocacy for the creation of a task force to develop and share a repository of best practices, or centralized network, with funding sources, for districts to meet the safety and security facility needs of their students will support equitable and flexible student safety statewide. Coordinating this responsibility offers several benefits:

- **Unified Strategy:** A group of relevant constituents and experts on schools and school safety, including ISBE, can develop a Comprehensive Security Plan, providing consistent guidance and best practices for all schools to be used as a framework for ensuring school safety.
- **Resource Management:** A central repository of tools, templates, and training materials can be created and managed, streamlining access for schools and school districts.
- **Consistency and Equity:** Community and need-based safety standards can be applied across all schools, reducing disparities and fostering an equitable environment.
- **Expertise and Innovation:** Coordinated responsibility can leverage specialized knowledge to develop forward-thinking strategies addressing emerging threats.
- **Enhanced Regional Support:** Coordinated responsibility can provide tailored assistance to ROEs and ISCs in implementing state-wide safety protocols.
- **Efficient Resource Allocation:** Coordinated responsibility allows for optimized funding and better tracking of safety programs' impact.

Support the Whole Child. As student outcomes expand from a pure academic focus to the “whole child,” the measures by which we evaluate school effectiveness should continue to diversify and evolve. Advocacy for the creation of a task force to develop and share a repository of best practices, or centralized network, with funding sources, for districts will better support meeting the physical and mental health needs of their students. This advocacy should promote and enhance community partnerships along with aligning appropriate instructional resources. The findings and funding sources should be made available to support districts interested in enhancing the resiliency of learners through best practices to meet the needs of the students in their communities.

3

Attract and retain a high quality and diverse educator pipeline

Develop a campaign to generate inspiration regarding careers in education. The state, in partnership with education associations, should develop a sustained marketing campaign highlighting the benefits and rewards of a career in public education.

Create a regional framework to successfully establish a grow-your-own program for 9-12 students to become educators. As part of a regional framework, include dual-credit partnerships for teacher preparation pathways, on-the-job training for teacher assistants, practical experience for high school students, and scholarships for students pursuing teacher licensure. Develop an equitable state-supported model for early-career educator financial support.

Restructure licensure in the state to provide flexibility. The state should restructure licensure and allow grade-band and endorsement flexibility as well as increased flexibility for district leaders to appropriately staff their buildings considering teacher shortages and the inability to fully staff buildings. Furthermore, the state should allow alternative professional development supports to increase endorsement and certification options, including, but not limited to, competency-based approaches, micro credentials, and job-embedded learning, especially for individuals with significant job experiences who are changing careers.

Evaluate and improve the efficiency of educator licensure pathways for traditional undergraduate and graduate programs. The state should grow alternative licensing programs to expand educator licensure options for candidates in higher education programs. Alternative teaching licensure programs must remain rigorous but allow for additional and more flexible pathways to credentialing beyond traditional programs.

Improve the educator’s professional experience. The state needs to ensure support for school leaders, and that educators receive appropriate benefits. This includes, but is not limited to, pension security, professional autonomy and flexibility within the classroom, and a commitment from leaders to improve all educators’ professional experience.

4

Promote curriculum and instructional flexibility to meet the unique needs of local communities

Protect Instructional Time. The flexibility to educate students throughout the state in ways that meet the unique needs of communities is an essential component to a high quality and equitable education for all students. The state must protect instructional time by eliminating burdensome mandates that prohibit local school districts from innovating their curriculum and instructional programs in ways that best meet the needs of students in their communities.

Advocate for Local Partnerships. Promoting district and student partnerships will increase the number of students, particularly low-income and marginalized students, reaping the long-term benefits of programs offered in conjunction with business, industry, military, and post-secondary institutions. Greater strides should be made to offer a wide-range of quality dual-credit and career and technical education programs (CTE) consistently throughout the state, so all students can benefit. The state should focus on the development of cross-agency and community/family partnerships (such as the community schools model) to become whole child per the statutory definition: using a child centered holistic equitable lens across all systems that prioritizes physical, mental and social emotional health to ensure that every child is healthy, safe, supported challenged, engaged and protected. (105, ILCS, 5/3-11(b)). Partnership opportunities need to be flexible enough to meet unique needs across the state.

Shared Accountability





Priorities for the Future

- 1** Reform the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time
- 2** Reform the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success
- 3** Reform the mandate process to ensure implementation procedures that promote flexibility and local decision making

The following pages contain recommendations for how to improve the current accountability system in Illinois.

Recommended State Policy

1

Reform the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time

Provide unofficial student results to local school districts in near real-time. Timely reporting of student assessment data is critical if the state assessment is to be useful to local school districts. The state should provide local school districts the unofficial individual student scores immediately upon closing of the testing window similar to the process of local assessment vendors. Immediately providing the unofficial individual student scores balances the need for school districts to receive timely results while still preserving the ability for the state to take its time to implement a quality assurance process before official aggregate results are released to the public.

Align proficiency benchmarks to national distributions. Illinois proficiency benchmarks do not align to national proficiency distributions. Illinois outperforms the national average on the National Assessment of Educational Progress (NAEP) but, according to the Illinois Assessment of Readiness (IAR), roughly only 30 percent of students meet proficiency standards. Proficiency benchmarks should be established for grades 3 through 11 that have a transparent definition aligned to national distributions to ensure a more accurate reflection of student performance and growth in a way the broader public will understand.

Select an adaptive assessment that is an accurate measure of proficiency and growth both within and across grade levels. While the purpose of the Illinois assessment system is to measure academic proficiency and growth against grade-level learning standards, it must also accurately measure growth over time. The new state assessment system, guided by the State Assessment Review Committee (SARC), should allow an individual student to demonstrate proficiency on learning standards at, below, or beyond their grade level, and should report a vertically articulated scale score to longitudinally track proficiency and growth over time.

Allow district flexibility in administering the state assessment. A new state assessment system should be developed to provide local school districts with the option to administer periodic benchmark assessments throughout the year. Providing an option to forgo costly third-party assessments and instead administer benchmark state assessments leading up to the end-of-year summative assessment will alleviate complexities and costs associated with monitoring student progress.

2

Reform the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success

Modify the accountability scoring system to differentially weight growth and proficiency. While student growth and proficiency represent different constructs of student learning, growth and proficiency must be considered jointly when judging student performance. Proficient students should meet or exceed expectations, while students below proficiency should accelerate rates of growth to achieve proficiency over time. Therefore, within the broader accountability scoring system, student growth should be given more weight for students below proficiency and less weight for proficient students.

Expand the construct of college and career readiness at the high-school level to include whole-child success indicators in grades 3 through 8. The multi-metric approach of college and career readiness indicators at the high school level should be generalized to include whole-child success indicators in grades 3 through 8. De-emphasize chronic absenteeism as an isolated metric and instead incorporate chronic absenteeism within the context of a set of whole-child student success and readiness indicators.

Shift the administration of the IL-Empower network and its resources to the ROEs/ISCs. The fundamental purpose of school accountability should be to provide underperforming schools with the resources and support needed to improve. Empowering ROEs and ISCs to oversee and coordinate school improvement services will result in greater consistency of school improvement efforts, promote professional learning communities, and provide a systemic structure that is more efficient and impactful.

Revise the criteria for annual summative designations to be fixed standards as opposed to normative rankings. The current school accountability system utilizes school rankings as an underlying method to determine annual summative designations. To be Exemplary under the current system, a school must be in the top 10 percent of all schools across the state, regardless of their underlying performance. Similarly, the bottom five percent of schools are designated as Intensive Support, regardless of their underlying performance. The state should forgo the current ranking system and instead establish clear performance thresholds for summative designations in a manner that does not mathematically prohibit schools from receiving favorable summative designations.

3

Reform the mandate process to ensure implementation procedures that promote flexibility and local decision making

Distinguish between Essential and Discretionary mandates. Schools are required to abide by numerous unfunded mandates. Since many mandates result in the pre-spending of Evidence-Based Funding (EBF) dollars, the state should create a subcommittee of the EBF Professional Review Panel to categorize each mandate as Essential or Discretionary. Essential mandates may include those that are fully funded, federal, safety, or civil rights. Local school districts should be provided the flexibility to opt out of discretionary mandates through the local board hearing process and board action.

Review all proposed mandates for their financial and operational impact. Balancing the financial and operational impact of mandates with their intended benefit is critical to ensure that state policies achieve their educational objectives without creating undue challenges or unintended consequences. Striking this balance requires careful consideration of both costs and benefits. The state should require a cost-benefit analysis of all proposed mandates consistent with the spirit of the State Mandates Act (30 ILCS 805).

Develop a modern application programming interface (API) to the Illinois State Board of Education (ISBE) Web Application Security (IWAS) system and require all data system vendors to support native integration. The cumbersome and redundant process of reporting student and other system data to the state through its IWAS system is a hidden mandate that diverts resources away from students. The General Assembly should provide funding to ISBE for it to modernize the IWAS system to ensure interoperability of IWAS with data system vendors through APIs. Furthermore, the state should require that all data system vendors provide native API support with IWAS.

Predictable Funding



Priorities for the Future

- 1** Protect the integrity and funding of the evidence-based funding formula
- 2** Strengthen public education through pension reforms
- 3** Establish equitable statewide funding sources for capital and safety needs
- 4** Enhance financial flexibility for all school districts

The following pages contain recommendations for how to improve current public school finance and funding in Illinois.

Recommended State Policy

1

Protect the integrity and funding of the Evidence-based funding formula

Fund the model at the annual statutory minimum of \$350 million (\$300 million into the formula; \$50 million into the Property Tax Relief Grant) before considering any revisions to its elements. The legislature has funded the EBF model since FY 18 and continues to increase funding on an annual basis. However, it must be fully funded to effectively analyze all the benefits to all students in Illinois.

Ensure that all students receive support at 90 percent of their adequacy target, calculated by the current EBF model's elements. Any student, regardless of their location in Illinois, should have equal access to a high-quality education. Additionally, the full investment in the Base Funding Minimum is essential to prevent a regressive funding plan that could harm districts and students.

Mandate the Professional Review Panel to review proposed changes to the EBF model, with the Illinois State Board of Education required to model any proposed alterations for the Panel's analysis. Any proposed changes to EBF must adhere to a process that models the impact to all school districts and all students in Illinois. Legislation to create this process is necessary to maintain the success of the formula.

Continue the EBF Distribution Model and mandated categorical payments annually to protect equitable distribution of funds. All funds to support public education in Illinois must be provided to local districts on an annual basis. Advocacy must focus on the timely and predictable distribution of funds without any proration or delay.

Require transparency and accountability through effective reporting on how evidence-based allocations are utilized. All school districts will provide an accounting for the use of state funds. Professional leadership organizations will support districts to be visible and open to communicate the impact of EBF funding.

2

Strengthen public education through pension reforms

Educate stakeholders, including educators, community members, and legislators, about pension systems that impact K-12, detailing their strengths and weaknesses. A comprehensive strategy must be developed to educate all school employees, school board members, and legislators on how the Teacher Retirement System (TRS) and Illinois Municipal Retirement Fund (IMRF) impacts public education. Understanding the complexities, historical context, and long-term impact of the pension systems is critical for K-12 education in Illinois.

Analyze issues with the Tier I and Tier II pension systems including, but not limited to, the benefits and harm of the TRS penalties, the impact of re-amortization of Tier I pension payments, and Tier II age and benefits. Critical analysis of the tiered system is essential to the long-term solution for Illinois. Financial obligations and benchmarks must be determined for the state and local school districts to establish a long-term solution that is viable for Illinois.

Identify a Tier II pension model that meets federal requirements for state pension plans, attracts and retains high-quality professionals and identifies new funding streams for pension systems.

Revisions to the current pension model must be determined to attract and maintain the high-quality staff who educate our students. All revenue sources that do not adversely impact school districts should be considered.

3 Establish equitable funding sources for Capital and safety needs

Leverage the County School Facility Sales Tax to Address capital projects, school safety and mental health supports. Schools have benefited significantly from the funds to address their capital improvement needs. Consider the development of a statewide solution to provide these opportunities to all districts.

Fund School Maintenance Project Grants annually. The long-term maintenance needs of schools are at a critical point. The funding and allocation of school maintenance grants has been sporadic and inconsistent during the duration of the program.

Expand Federal Title IV funding to increase school safety measures. School safety continues to be the highest priority for all school districts in Illinois. A significant advocacy effort must be developed and prioritized to generate federal funding appropriations to address school safety needs for all schools in Illinois.

4 Enhance financial flexibility For all school districts

Make permanent interfund transferability for school districts to best manage federal, state and local resources. District leaders and board members own the responsibility to manage and use taxpayer funds to operate schools. Antiquated funding restrictions need to be addressed to allow for maximum flexibility at the local level to educate students.

Allow local boards to approve the use of HLS revenue to respond to 10-year Health Life Safety Survey or HLS Audit Finding. The long-term complex requirement of state oversight for the local improvement of facilities is burdensome to school districts. ISBE should not have the authority to regulate this important and critical responsibility of local school districts.

Create a process/mechanism to expand access to Debt Service Extension Base funding to all districts subject to PTELL and allow districts to levy certain costs outside of PTELL, such as Tort and IMRF/SS. Local school districts need the ability to create an annual levy based on needs of their local communities. Creating DSEB funding for all school districts for one-time local capital expenses is equitable and necessary. This will provide short-term and long-term financial stability to all school districts.

Vision 2030 Committee Members

* Workgroup Facilitator † Workgroup Chair

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Superintendent
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Marty Adams
Principal
Hawthorn Elementary School

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Chief Financial Officer
Huntley Community School District #158

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IASA Past President
Illini Bluffs CUSD #327

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†Daniel Booth
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†Dr. Terri Bresnahan
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Phil Cox
Superintendent
Salt Fork CUSD #512

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Superintendent
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Dr. Nathaniel Cunningham
Superintendent
Thornton Twp HSD #205

Dr. Dustin Day
Superintendent
Carthage ESD #317

Adam Dean
Superintendent
Triopia CUSD #27

Josh DeLong
Superintendent
Dwight Twp HSD #230 / Dwight Common SD #232

Todd Drafall
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Vision 2030 Committee Members (cont.)

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Kimberly Keniley-Ashbrook
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Dr. Mark Klaisner
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Dr. Chuck Lane
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Executive Director
IPA

Dr. Donna Leak
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CCSD #168 - Sauk Village

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Superintendent
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Superintendent
Olympia CUSD #16

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Director of Marketing and Communications
ECRA Group, Inc.

Diane Robertson
Field Services Director
IASA

Dr. Jesse Rodriguez
Superintendent
Zion-Benton Twp HSD #126

Dr. Theresa Rouse
Superintendent
Joliet PSD #86

†Dr. Rachel Savage
Superintendent
Moline-Coal Valley CUSD #40

Dr. Anthony Scarsella
IASA President
Palos CCSD #118

Brian Schwartz
Deputy Executive Director/General Counsel
IPA

Amber Sensabaugh
Principal
Northeast Jr. High School

Jianan Shi
President-Board of Education
Chicago Public Schools

Dr. Brad Skertich
Superintendent
Collinsville CUSD #10

Kimberly Small
Executive Director
IASB

Dr. Angela Smith
Assistant Superintendent
Aurora West USD #129

Dr. Jeff Stawick
Superintendent
CCSD #146

Mike Stevens
Director Governmental Relations
IASB

Josh Temple
Superintendent
Riverdale CUSD #100

Marc Tepper
Board President
Kildeer Countryside CCSD #96
Dr. Clayton Theisinger
Superintendent
Putnam County CUSD #535

Dr. Kyle Thompson
Regional Superintendent
ROE #11

Gary Tipsord
Executive Director
IARSS

Emily Warnecke
Chief of Staff
IASA

Dr. Brian Waterman
Superintendent
Lyons Twp HSD #204

Chad Watkins
Associate Director/General Counsel
IASA

Dr. Sonya Whitaker
Deputy Superintendent
Dolton SD #148

Dr. Frank Williams
Assistant Superintendent
SD #U-46

Nathaniel Wilson
Superintendent
Herrin CUSD #4

Travis Wyatt
Field Service Specialist
IPA

Dr. Tron Young
Principal
Joseph Arthur Middle School



The Vision 2030 Process was Facilitated by ECRA Group

Headquartered in Illinois, ECRA Group is a premier K-12 research and analytics consulting firm that helps school districts and educational leaders improve student outcomes by adopting evidence-based practices.

ecragroup.com



Sample Resolution in Support of Illinois Vision 2030

Please help fulfill the promise of public education in Illinois by placing the below resolution in support of Vision 2030 on the agenda for action at a public meeting of your board of education in December 2024/January 2025. Sample talking points for the superintendent, board president, or policy committee chair are available to introduce the resolution supporting Illinois Vision 2030.

Illinois Vision 2030

WHEREAS, public education plays a defining role in ensuring equal opportunity for children in Illinois and throughout the United States; and

WHEREAS, it is our collective duty to ensure that every student, regardless of demographic or geographic identity, has equal access to a quality, public education; and

WHEREAS, we believe that strides need to be proactively made to face challenges and continually improve our public education system; and

WHEREAS, there have been three areas of prioritization identified as integral in improving our public education system: Future-Focused Learning, Shared Accountability, and Predictable Funding; and

WHEREAS, Future-Focused Learning should address: promoting future-driven skills that allow for more college and career exploration; enhancing student safety and well-being; attracting and retaining a high quality and diverse educator pipeline; and promoting curriculum and instructional flexibility to meet the unique needs of local communities; and

WHEREAS, Shared Accountability should address: reforming the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time; reforming the current accountability system to provide local flexibility for identifying

indicators that create a more holistic view of student success; and reforming the mandate process to ensure implementation procedures that promote flexibility and local decision making; and

WHEREAS, Predictable Funding should address: protecting the integrity and funding of the evidence-based funding formula; strengthening public education through pension reforms; and establishing equitable funding sources for Capital and safety needs; and

WHEREAS, it is imperative that any education improvement proposal for comprehensive change must be developed and supported by not only the education community, but in collaboration with families, communities, businesses, and others whose priorities reflect the best interests of the students;

NOW, THEREFORE, BE IT RESOLVED that the _____ Board of Education joins with the Illinois Association of School Administrators (IASA) , Illinois Association of School Boards (IASB), Illinois Principals' Association (IPA), Illinois Association of School Business Officials (IASBO), Illinois Association of Regional Superintendents of Schools (IARSS), Superintendents' Commission for the Study of Demographics and Diversity (SCSDD), Illinois Alliance of Special Education Administrators (IAASE), and the Association of Illinois Rural and Small Schools (AIRSS) in supporting the Vision 2030 education improvement policy; and

BE IT FURTHER RESOLVED that the _____ Board of Education urges the Illinois General Assembly to approve the necessary legislative changes to implement the recommendations under the three pillars of education improvement as contained in the Vision 2030 policy.

Adopted this ____ day of _____, 20____.

Attested by: _____, Board President

Attested by: _____, Board Secretary



REGIONAL OFFICE OF EDUCATION
KANE COUNTY

Patricia Dal Santo, Regional Superintendent

Exempt from Disclosure Per 5 ILCS 140/7 (1) (f)
Attorney – Client Privilege

January 28, 2025

Mr. Eric Nolan
Board of Education President
Central CUSD 301
275 South Street
Burlington, Illinois. 60109

Dear President Nolan:

This correspondence is in response to an email sent by Superintendent Mongan on January 22, 2025. Attached to that email was a memorandum purportedly presented to the Central CUSD 301 Board of Education (“Board”) seeking the censure of Board Member Gorman and a referral to the Regional Superintendent of Schools to remove the same board member from office. For purposes of this correspondence, it is presumed that said memorandum and the motions contained therein received a majority vote by the Board during its meeting on January 21, 2025.

Pursuant to Section 3-15.5 of the School Code, a Regional Superintendent of Schools has the power “[t]o remove any member of a school board from office for willful failure to perform his official duties” [[105 ILCS 5/3-15.5](#)].

The memorandum as presented does not contain allegations that address “official duties” within the meaning of the discretionary authority allowed by Section 3-15.5 of the School Code. Accordingly, no further action will be taken by my office.

Note that this correspondence is in no way indicative of an analysis or professional opinion of the alleged conduct by Board Member Gorman, or the action of the Board for censure and referral to my office.

Should you have questions, you may contact me at pdalsanto@kaneroe.org or (630) 232-5963.

Sincerely,

Patricia Dal Santo
Kane County Regional Superintendent of Schools

cc: Esther Mongan, District Superintendent, Central CUSD 301

MEMORANDUM

FROM: Ted Juske, Athletics/Activities Director
TO: District 301 Board of Education
DATE: February 4, 2025
RE: Softball Spring Trip Update

The softball team is in the process of finalizing their itinerary for the 2025 spring trip down to Miramar Beach, Florida. March 29th through April 5th, 2025.

Parents will have the responsibility of getting their student-athlete to and from the complex. While the schedule has not been fully finalized there will be teams from various other states competing as well.

They will be staying at the following location:

Hampton Inn Fort Walton Beach-Okaloosa Island

1112 Santa Rosa Blvd | Fort Walton Beach, FL 32548

<u>CENTRAL SOFTBALL FLORIDA TRIP SCHEDULE</u>							
Friday	28-Mar	1/2 DAY SCHOOL / TRAVEL					
Saturday	29-Mar	TRAVEL DATE					
Saturday	29-Mar	Practice	Away	5:00-7:00	Florida	TBD	
Sunday	30-Mar	Game	Away	1:00PM	Florida	Hood Field 1	
Sunday	30-Mar	FAMILY DINNER	POT LUCK BY THE POOL	6:00PM	Florida	HOTEL	
Monday	31-Mar	Game	Away	11:00AM	Florida	Hood Field 1	
Tuesday	1-Apr	Game	Away	9:00AM	Florida	Hood Field 5	
Tuesday	1-Apr	TEAM LUNCH	UNIFORMS	After Game	Florida	TBD	
Wednesday	2-Apr	FAMILY DAY					
Thursday	3-Apr	Game	Away	11:00AM	Florida	Ft. Walton HS	
Thursday	3-Apr	TEAM DINNER	DRESS UP NIGHT	6:00PM	Florida	TBD	
Friday	4-Apr	Game	Away	9:00AM	Florida	Hood Field 1	
Friday	4-Apr	AFTER GAME - GOOD BYES - SEE YAH MONDAY at CARY GROVE					
Saturday	5-Apr	FAMILY DAY / TRAVEL					
Sunday	6-Apr	FAMILY DAY / TRAVEL					

MEMORANDUM

TO: Board of Education
FROM: Dr. Matthew Haug, Interim Superintendent
DATE: February 18, 2025
RE: 2025-2026 Technology and Course Fees

Technology Fees

We are recommending that we do not increase technology fees for the 2025-2026 school year. We are, however, adjusting the life cycle of our student devices to a 4-year rotation which matches most of the area districts' rotation cycles. As chromebook prices continue to rise we believe this additional year in rotation will help alleviate the need to increase our technology fees. Warranties of devices will continue to be covered. With the current student device rotation schedule set on a 3-year rotation there will be a rolling out of the 4 year devices to ensure students do not inadvertently have their device for 5 years.

MS/HS Course Fees

For 2025-2026 course fees have already been published in our course catalog, so we are not recommending any increase to course fees for the upcoming 2025-2026 school year. Board action will need to be taken to increase the course fees for the 2026-2027 school year in late spring 2025 to be accurately updated within the course catalog.

Surrounding School District Comparison

Included with this memo is a spreadsheet of all the forward facing fees we could gather in regards to the BOE request for comparables.

	Central 301	Kaneland	Batavia	U-46	West Aurora	East Aurora	D300	Geneva	St. Charles	D428
Registration										
Early Childhood	\$2000/yr	\$62.00	\$150.00				\$90.00	\$280/month	\$2565/yr	
Kindergarten	\$120.00	\$77.00	\$150.00	waived	\$125.00	\$30.00	\$170.00	\$95.00	\$100.00	
1st-5th Grades	\$120.00	\$134.00	\$150.00	waived	\$125.00	\$30.00	\$170.00	\$95.00	\$100.00	
6th-8th Grades	\$170.00	\$155.00	\$150.00	waived	\$175.00	\$40.00	\$190.00	\$115.00	\$150.00	\$160.00
9th-12th Grades	\$190.00	\$180.00	\$150.00	waived	\$225.00	\$50.00	\$220.00	\$140.00	\$190.00	\$175.00
Technology										
Technology		\$57.00	\$0.00		\$0.00		Tech fees are	\$48.00	Tech fees are	
Technology – Kindergarten	\$50.00	\$28.00	\$0.00		\$0.00		included in	\$48.00	included in	
Early Childhood	\$0.00	\$50.00	\$0.00		\$0.00		Registration	\$0.00	Registration	
Course Fees										
Algebra										\$15.00
Art										\$40.00
Band	\$20.00									\$25.00
Graphic Communications	\$15.00									\$15.00
Honors Biology	\$15.00									\$15.00
AP Test	\$99.00								\$99.00	
AP English Lang	\$15.00								\$199 (incl test)	
AP English Lit	\$15.00								\$99 (incl test)	
AP Music Theory									\$123 (incl test)	
AP Spanish									\$116 (incl test)	
AP Physics	\$15.00								\$195 (incl test)	
Photography	\$75.00								\$75.00	
2D Media I Drawing & Painating	\$30.00								\$10.00	
2D Media II Drawing & Painting	\$30.00								\$15.00	
2D Media III Drawing & Painting	\$30.00								\$20.00	
2D Media Adv Drawing & Painting	\$30.00								\$22.00	
3D Media I Ceramics	\$30.00								\$25.00	
3D Media II Ceramics	\$30.00								\$25.00	
3D Media III Ceramics	\$30.00								\$25.00	
3D Media Advanced Ceramics	\$30.00								\$25.00	
Accounting II									\$23.00	
Discretionary Fees										
Driver Education	\$250.00	\$250.00	\$250.00	\$250 + \$13 for textbook	\$350.00		\$300.00	\$350.00	\$400.00	
HS Parking	\$100.00	\$180.00	\$176.00	\$100.00	\$75 or \$100 depending on location		\$125.00	\$100, \$75, or \$50 - depends on location	\$200.00	
HS Sports Fee	\$120.00	\$150.00	\$150.00	FB/LaCrosse \$200; Others \$150	\$50 first sport, \$25 second, third free		\$150.00	\$160.00		
HS Clubs Fee	varies	\$60.00	\$0.00		majority none			varies		
MS Sports Fee	\$100.00	\$120.00	\$150.00	\$80.00	\$40.00		\$75.00	Football - \$150 All others - \$100	\$135.00	
MS Club Fee	varies	\$35.00	\$0.00		majority none			varies		
HS Class Play/Musical	\$0.00	\$60.00	\$150.00		\$0.00			Actors - \$100 Tech - \$75		
MS Drama (School Plays)	\$0.00	\$35.00	\$0.00		\$0.00			\$0.00		
Kindergarten Extended Day	n/a	\$250.00	\$150.00		\$0.00			n/a		
					All fees including athletics are waivable		**Reg/Tech fees were waived for 24-25**			

MEMORANDUM

TO: Dr. Matthew Haug, Interim Superintendent, Board of Education

FROM: Daina Pflug, Business Manager

DATE: February 18, 2025

RE: Recommendation for Renewal of Audit Firm Agreement

It is recommended that the Board of Education renew its agreement with the auditing firm, Eccezion, for a three-year period of audit services for the fiscal years ending June 30, 2025, 2026, and 2027.

Eccezion's services have consistently been efficient and effective. The audit team has historically performed in a professional and timely manner, demonstrating a strong understanding of our district's financial operations and reporting requirements. Their work has provided valuable insights and contributed to the sound financial management of the district.

I believe that continuing our relationship with Eccezion will ensure the district receives high-quality audit services and maintains the highest standards of financial accountability. It is my recommendation that we renew with Eccezion for the next 3 years.

Central Community Unit School District 301**Student Enrollment Report**

2024-2025 School Year

School	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Country Trails	741	741	746	744	751	757			
Howard B. Thomas	673	680	680	686	694	700			
Lily Lake	267	267	267	269	269	269			
Prairie View	623	620	624	623	631	633			
Prairie Knolls MS	770	771	771	773	775	782			
Central MS	419	418	418	420	419	421			
Central HS	1578	1576	1572	1573	1574	1578			
Total District Enrollment	5,071	5,073	5,078	5,088	5,113	5,140			
Percent Increase Over Last Year (Same Month)	2.84%	2.5%	2.3%	2.3%	2.6%	3.3%			
Percent Increase Over End of 2023-2024	0.71%	0.75%	0.85%	1.05%	1.55%	2.09%			
Non-Resident Housed in D301	45	45	46	46	46	44			
Total Including Non-Resident	5,116	5,118	5,124	5,134	5,159	5,184			

Students in Out of District programs are included in the enrollment for their home school.

Early grads are included in enrollment counts.

Central Community Unit School District 301
 Quarterly Enrollment Breakdown Report
 February 2025

School	EC	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Country Trails	69	106	97	112	118	133	117								752
Howard B. Thomas	58	101	108	92	113	107	114								693
Lily Lake		37	39	48	53	37	50								264
Prairie View	38	79	87	97	112	108	107								628
Prairie Knolls MS							1	406	369	2					778
Central MS								2		415					417
Central HS											412	410	379	343	1544
Out of District Placement		7		4	4	3	4		4	4	1	3	5	25	64
Total District Enrollment	165	330	331	353	400	388	393	408	373	421	413	413	384	368	5,140
Non-Resident Housed in D301								1	2			16	17	8	44
Total Including Non-Resident	165	330	331	353	400	388	393	409	375	421	413	429	401	376	5,184

Early Grads are included in CHS 12th grade enrollment counts.

January 17, 2025

Via Electronic Mail

Julie Warren

**RE: RESPONSE TO FOIA REQUEST
CENTRAL COMMUNITY UNIT SCHOOL DISTRICT NO. 301**

Dear Ms. Warren:

Thank you for writing to Central Community Unit School District No. 301 (the “District”) with your request for information pursuant to the Illinois *Freedom of Information Act* (“FOIA”), 5 ILCS 140/1 *et seq.*, received on January 3, 2025. On January 10, 2025, the District notified you of the need for an extension of time. As legal counsel for the District, we are providing this response on the District’s behalf.

Your request is restated below:

“All communications, regardless of format (email, text message, phone note, etc.) from November 25, 2024 up to and including December 18, 2024 between Esther Mongan and any board member(s). as well as any individual board members between themselves related to the resignation of Jeff Gorman either as D301 Board President or from the D301 Board entirely.”

Your request is granted in part and denied in part. See enclosed documentation. Pursuant to FOIA Section 7(1)(m), we removed communications between the District and attorneys representing the District that are covered by the attorney-client privilege or attorney work product. 5 ILCS 140/7(1)(m). In addition, we removed communications based on FOIA’s exemption for preliminary drafts, notes, recommendations, memoranda, and other records or information in which opinions are expressed, or policies or actions are formulated. 5 ILCS 140/7(1)(f). This exemption protects predecisional, deliberative communications that inform an agency’s decision-making process. *Harwood v. McDonough*, 344 Ill.App.3d 242, 248 (1st Dist. 2003). Finally, we redacted a personal email address and the identity of a private citizen who contacted the District to express an opinion pursuant to FOIA Section 7(1)(c). 5 ILCS 140/7(1)(b), 7(1)(c); see *Chicago Alliance for Neighborhood Safety v. City of Chicago*, 348 Ill. App. 3d 188, 209, 211 (1st Dist. 2004) (“[T]he core purpose of the FOIA is to expose what the government is doing, not what its private citizens are up to.”).

Ms. Julie Warren
January 17, 2025

You have a right to have the District's FOIA response reviewed by the Public Access Counselor (PAC) at the Office of the Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396
Email: public.access@ilag.gov

If you choose to file a Request for Review with the PAC, you must do so within 60 days of the date of this letter. 5 ILCS 140/9/5(a). Please note that you must include a copy of your original FOIA request and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of any denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District's legal counsel, I am responsible for the District's response to this FOIA request, in consultation with the District's FOIA Officer and Superintendent. If we have misunderstood your requests in any way, please contact the District in writing.

Sincerely,



Steven M. Richart

Encl.

cc: Dr. Esther Mongan, Superintendent
Grady Engle, Director of Grants/FOIA Officer

1316991.1

Monday, January 27, 2025

Via Electronic Mail

Angel Tormis
SteepSteel, LLC

RE: RESPONSE TO FOIA REQUEST

Mr. Tormis,

Thank you for writing to Central Community Unit School District No. 301 (“the District”) with your commercial request for information pursuant to the Illinois *Freedom of Information Act* (“FOIA”), 5 ILCS 140/1 et seq., received on Monday, December 30, 2024. Your request is restated below:

-Please send us copies of all active leases/licenses or management contracts for cell towers, rooftop antennas, or other wireless installations on property owned or managed by the Central School District, 301 Illinois along with 24 months of associated payment histories.

Your request has been granted in part. No records exist that are responsive to your request and CUSD 301 does not have and cell towers nor leases/licenses on our properties or managed by the district.

You have a right to have this response reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396
E-mail: public.access@ilag.gov

If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days of the date of this letter. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original FOIA request and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of any FOIA denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District’s FOIA Officer, I am responsible for the District’s response to your request. If I have misunderstood your request in any way, please clarify your request in writing to me.

Sincerely,

Graydon Engle
FOIA Officer
Director of Grants

Tuesday, January 28, 2025

Via Electronic Mail

Micheline Welch

RE: RESPONSE TO FOIA REQUEST

Ms. Welch:

Thank you for writing to Central Community Unit School District No. 301 (“the District”) with your request for information pursuant to the Illinois *Freedom of Information Act* (“FOIA”), 5 ILCS 140/1 et seq., received on Tuesday, January 21, 2025. Your request is restated below:

-All materials, documents, presentations, or other information provided to the Board of Education as a part of the "Board Retreat" that took place on April 24, 2023.

-Any estimates from Larson & Darby, IMEG, Eriksson Engineering, and Shales McNutt for work/services for the recently proposed high school that failed to pass in 2023 and 2024 that were presented or provided to the Board of Education in the Board Retreat dated April 24, 2023.

Your request has been granted in part. Please see the attached documents that are inclusive to your request for information. There are no separate estimates outside from the presentation shared within.

You have a right to have this response of your request reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396
E-mail: public.access@ilag.gov

If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days of the date of this letter. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original FOIA request and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of any FOIA denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District’s FOIA Officer, I am responsible for the District’s response to your request. If I have misunderstood your request in any way, please clarify your request in writing to me.

Sincerely,

Graydon Engle
FOIA Officer
Director of Grants

Friday, January 31, 2025

Via Electronic Mail

Sheila Norman
Director of Marketing and Membership Communications
Illinois Retired Teachers Association

RE: RESPONSE TO FOIA REQUEST

Ms. Norman,

Thank you for writing to Central Community Unit School District No. 301 ("the District") with your commercial request for information pursuant to the Illinois *Freedom of Information Act* ("FOIA"), 5 ILCS 140/1 et seq., received on Wednesday, January 15, 2025. Your request is restated below:

Contact information of certified staff who are planning to retire in 2025.

Your request has been granted and CUSD 301 has filled out your form, today Friday, January 31, 2025.

You have a right to have this response reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396
E-mail: public.access@ilag.gov

If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days of the date of this letter. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original FOIA request and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of any FOIA denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District's FOIA Officer, I am responsible for the District's response to your request. If I have misunderstood your request in any way, please clarify your request in writing to me.

Sincerely,

Graydon Engle
FOIA Officer
Director of Grants

Tuesday, February 4, 2025

Via Electronic Mail

Adam Florzak

RE: RESPONSE TO FOIA REQUEST

Mr Florzak:

Thank you for writing to Central Community Unit School District No. 301 (“the District”) with your request for information pursuant to the Illinois *Freedom of Information Act* (“FOIA”), 5 ILCS 140/1 et seq., received on Tuesday, January 28, 2025. Your request is restated below:

-please provide the student enrollment counts by county of residence for Central CUSD 301 schools where attendance zones cross county lines?

FOIA does not require the District to answer questions or create new records. *Kenyon v. Garrels*, 184 Ill. App. 3d 28, 32 (4th Dist. 1989); *see also Chicago Tribune Co. v. Dept. of Financial and Professional Regulation*, 2014 IL App. (4th) 130427-33 (“A request to inspect or copy must reasonably identify a public record and not general data, information, or statistics.”). In this case, the District does not track county information in its existing software, and the District’s technology department does not allow access to the embedded addons you are asking us to install to work with Google Sheets. Thus, no responsive records exist, and your request for us to create a new record must be denied.

You have a right to have this response of your request reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396
E-mail: public.access@ilag.gov

If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days of the date of this letter. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original FOIA request and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of any FOIA denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District’s FOIA Officer, I am responsible for the District’s response to your request. If I have misunderstood your request in any way, please clarify your request in writing to me.

Sincerely,

Graydon Engle
FOIA Officer
Director of Grants

Tuesday, February 4, 2025

Via Electronic Mail

Micheline Welch

RE: RESPONSE TO FOIA REQUEST

Dear Ms. Welch:

Thank you for writing to Central Community Unit School District No. 301 with your request for information pursuant to the Illinois *Freedom of Information Act* (“FOIA”), 5 ILCS 140/1 *et seq.*, received on January 21, 2025. The District previously notified you of the need for an extension of time, and we now provide the District’s timely response to your request.

Your request is restated below:

- All Project Exhibit Addendums for the CHS Addition completed in 2024 for vendors IMEG, Shales & McNutt Construction, Erikkson Engineering, and Larson & Darby
- All Project Exhibit Addendums for the PKMS Cafeteria Expansion project for vendors IMEG, Shales & McNutt Construction, Erikkson Engineering, and Larson & Darby
- Project Exhibit Addendum for Larson & Darby for the CHS Addition built between 2017 and 2018 as a result of the \$22 million referendum approved by the voters in 2016

Your request is granted in part and denied in part. See enclosed documentation. There are no responsive records for addendums for Larson and Darby on any of the projects listed. Additionally, no responsive records exist for IMEG and Erickson in regards to the cafeteria expansion project.

You have a right to have the District’s FOIA response reviewed by the Public Access Counselor (PAC) at the Office of the Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396
Email: public.access@ilag.gov

If you choose to file a Request for Review with the PAC, you must do so within 60 days of the date of this letter. 5 ILCS 140/9/5(a). Please note that you must include a copy of your original FOIA request and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of any denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District's FOIA Officer, I am responsible for the District's response to your request. This letter and enclosures are intended to be fully responsive to your specific requests. If I have misunderstood or misinterpreted your request in any way, please clarify your request in writing to me.

Sincerely,

Graydon Engle
FOIA Officer
Director of Grants

Tuesday, February 4, 2025

Via Electronic Mail

Micheline Welch

RE: RESPONSE TO FOIA REQUEST

Dear Ms. Welch:

Thank you for writing to Central Community Unit School District No. 301 with your request for information pursuant to the Illinois *Freedom of Information Act* (“FOIA”), 5 ILCS 140/1 *et seq.*, received on January 21, 2025. The District previously notified you of the need for an extension of time, and we now provide the District’s timely response to your request.

Your request is restated below:

-All communications, regardless of format (email, text message, phone note, etc.) from April 1, 2023, through October 31, 2023, between Esther Mongan and Steve Larson of Larson & Darby Architects.

Your request is granted in part and denied in part. See enclosed documentation. Pursuant to FOIA Section 7(1)(f), we removed communications based on FOIA’s exemption for preliminary drafts, notes, recommendations, memoranda, and other records or information in which opinions are expressed, or policies or actions are formulated. 5 ILCS 140/7(1)(f). This exemption protects predecisional, deliberative communications that inform an agency’s decision-making process. *Harwood v. McDonough*, 344 Ill.App.3d 242, 248 (1st Dist. 2003). Additionally, pursuant to FOIA Section 7(1)(k), we removed architects’ plans and construction related documents whose disclosure would compromise security. 5 ILCS 140/7(1)(k). Further, pursuant to FOIA Section 7(1)(c), we redacted personal information regarding family members and private citizens who contacted the Board to express their opinions. 5 ILCS 140/7(1)(c); *see Chicago Alliance for Neighborhood Safety v. City of Chicago*, 348 Ill. App. 3d 188, 209, 211 (1st Dist. 2004) (“[T]he core purpose of the FOIA is to expose what the government is doing, not what its private citizens are up to.”). Last, pursuant to FOIA Sections 7(1)(b) and 7(1)(c), the District redacted private information, including a home address, personal phone number, a personal email address and passwords/access codes. 5 ILCS 140/2(c-5); 5 ILCS 140/7(1)(b), 7(1)(c).

You have a right to have the District’s FOIA response reviewed by the Public Access Counselor (PAC) at the Office of the Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396
Email: public.access@ilag.gov

If you choose to file a Request for Review with the PAC, you must do so within 60 days of the date of this letter. 5 ILCS 140/9/5(a). Please note that you must include a copy of your original FOIA request and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of any denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District's FOIA Officer, I am responsible for the District's response to your request. This letter and enclosures are intended to be fully responsive to your specific requests. If I have misunderstood or misinterpreted your request in any way, please clarify your request in writing to me.

Sincerely,

Graydon Engle
FOIA Officer
Director of Grants



February 11, 2025

Via Electronic Mail

Micheline Welch

RE: RESPONSE TO FOIA REQUEST

Dear Ms. Welch:

Thank you for writing to Central Community Unit School District 301 with your request for information pursuant to the Illinois *Freedom of Information Act* (“FOIA”), 5 ILCS 140/1 *et seq.*, received on February 4, 2025.

Your request is restated below:

“Pursuant to the Illinois Freedom of Information Act, 5 ILCS 140, I am requesting an electronic copy of the settlement agreement between Dr. Esther Mongan by the Board of Education of Central CUSD 301.”

Your request is granted in part and denied in part. Enclosed is the responsive record with signatures and employee health insurance coverage election information redacted pursuant to FOIA Sections 7(1)(a), 7(1)(b), 7(1)(c) and 7(1)(ss). 5 ILCS 140/7(1)(a), (b), (c) and (ss); 5 ILCS 140/2(c-5).

You have a right to have this response reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

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Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
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If you choose to file a Request for Review with the PAC, you must do so within 60 days of the date of this letter. 5 ILCS 140/9/5(a). Please note that you must include a copy of your original FOIA request and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of any denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District’s FOIA Officer, I am responsible for the District’s response to your request. If I have misunderstood or misinterpreted your request in any way, please clarify your request in writing to me.

Sincerely,

Graydon Engle
FOIA Officer
CUSD 301



February 11, 2025

Via Electronic Mail

Sarkauskas, Susan

RE: RESPONSE TO FOIA REQUEST

Dear Ms. Sarkauskas:

Thank you for writing to Central Community Unit School District 301 with your request for information pursuant to the Illinois *Freedom of Information Act* (“FOIA”), 5 ILCS 140/1 *et seq.*, received on February 4, 2025.

Your request is restated below:

“I request copies of the separation agreement for Esther Mongan that the board approved Feb. 3, 2025, and the employment agreement for Matthew Haug.”

To the extent responsive records exist, your request is granted in part and denied in part. Enclosed are the responsive records with signatures and employee health insurance coverage election information redacted pursuant to FOIA Sections 7(1)(a), 7(1)(b), 7(1)(c) and 7(1)(ss). 5 ILCS 140/7(1)(a), (b), (c) and (ss); 5 ILCS 140/2(c-5). On a non-precedential basis, please be advised that Dr. Haug did not receive a new written contract for the 2024-25 school year, but the parties simply continued the previous year contract with a 3% base pay increase.

You have a right to have this response reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

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Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396
E-mail: public.access@ilag.gov

If you choose to file a Request for Review with the PAC, you must do so within 60 days of the date of this letter. 5 ILCS 140/9/5(a). Please note that you must include a copy of your original FOIA request and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of any denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District's FOIA Officer, I am responsible for the District's response to your request. If I have misunderstood or misinterpreted your request in any way, please clarify your request in writing to me.

Sincerely,

Graydon Engle
FOIA Officer
CUSD 301